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ABSTRACT

Defining listening as the active and conscious process of hearing, recognizing, and interpreting or comprehending language, this guide provides numerous activities to promote the listening skills of primary and intermediate grade students. Specifically, the activities described seek to develop (1) the ability of young students to listen appreciatively and derive enjoyment from listening to speakers, music, drama, and nature sounds; (2) the ability to listen carefully and thoughtfully in order to follow directions, find answers, grasp main ideas, obtain information, and gain new ideas and interests; and (3) the ability to listen critically in order to evaluate information and ideas, draw conclusions, and recognize bias. (FL)

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LISTENING SKILLS HANDBOOK

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DECATUR PUBLIC SCHOOLS

CS 504307

LISTENING SKILLS HANDBOOK

compiled by

LISTENING/SPEAKING COMMITTEE
of the
LANGUAGE ARTS TASK FORCE

September, 1981

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The importance of oral communication in today's society demands that emphasis be placed on teaching listening and speaking in the elementary school. In effective communication, the responsibility must be shared by both speaker and listener. Both bear the responsibility of keeping the communicative process alive. In today's society, such scientific developments as the telephone, radio, television, satellite, and current modes of transportation have put more emphasis on face to face transactions and the spoken word. The nature of government, politics, entertainment, business and education in our society places demands on our skills or oral communication.

In the past, listening training has frequently consisted of a series of verbal admonitions: "Pay attention!" "Listen".

In other words, both listening and speaking have been taught inconsistently without organization or continuity. Listening and speaking require knowledge and effort because both are <u>mental skills</u> which require, and are developed through, training and practice.

Listening

Listening:

Listening is the active and conscious process of hearing, recognizing, and interpreting or comprehending language.

Objectives:

1. To develop the ability to listen appreciatively and derive enjoyment from listening to speakers, music, drama, and sounds of nature.
2. To develop the ability to listen carefully and thoughtfully in order to follow directions, find answers to questions, grasp main ideas, obtain accurate information, and gain new ideas and interests.
3. To develop the ability to listen critically in order to evaluate information and ideas, to draw conclusions, and to recognize bias.

Rules for Good Listening:

Early in the year guide the children in preparing a list of rules for good listening. Allow time for thorough discussion, then make an experience chart and/or a bulletin board display incorporating these suggestions:

1. Be aware of why you are listening
2. Look at the speaker - sit quietly
3. Listen to what is being said
4. Think about what is being said
5. Answer courteously when a response is appropriate. Stress the importance of practicing listening skills in day-to-day activities and note the value of discussing a lesson or program as an aid to memory.

Other rules of listening courtesy that might be stressed:

1. Stop what you are doing and listen quietly
2. Look at the person who is talking
3. Listen once and listen well
4. Wait for the speaker to stop talking before beginning
5. Ask questions when you don't understand the message or when you wish or need additional information.

Discuss the meaning and "why" of each rule.

These rules should apply when anyone, pupil or teacher, is speaking. (The teacher should be a model listener, adhering to each rule carefully.) Insist on each listener adhering to the rules and encourage intelligent questions.

Teacher Procedure For Planning Good Listening Activities:

1. Listening activity in the classroom should be pleasurable.
2. Daily class activities should be carefully planned so they are not too lengthy or overwhelming to the children.
3. Listening in a classroom should not be confined to listening by the children.
4. Listening activities and good listening skills should be integrated into other academic subject areas.

KEY: The activities are labeled for Primary and Intermediate levels. These activities are interchangeable, depending on the needs of your children.

P: All activities designed for primary grades.

I: All activities designed for intermediate grades

P & I: May be used for both.

Intensity, Frequency and Pace of Music

Materials: Tape recorder or record player, recorded music of various types

Procedure: Listen to the record. Discuss which of several animals might move well to that particular music. Pictures might be displayed or animals named - depending on age and experience of children.

Teacher plays 2 notes on the piano and asks which was the high note or the low note. Pitch pipe, autoharp, bells, etc. might be used.

Ask children to name sounds that are high or low, loud or soft. The children might be asked to make the sounds or asked what sound an object might make. (i.e. "What sound would a large (small) bell make?"

P I

Materials: Rhythm band instruments, tapes or records of various instruments or actual instruments.

Procedure: Ask children to identify instruments as they are heard. Fourth or fifth grade children may be asked to demonstrate their instruments as part of this activity.

Materials: Pictures or objects such as bell, egg beater, spoon and cup, baby rattle, etc.

Procedure: Teacher asks the children to close or hide their eyes. A familiar sound is made by the teacher and a child is asked to identify the picture or object used in making the sound. If the children have trouble use fewer objects or pictures as choices.

Materials: Object or toy that makes a distinguishable sound.

Procedure: Children hide their eyes and one child makes a sound with the above object. Children denote direction from which the sound came by pointing. One child may be asked to point rather than the whole group. Three chances may be given to point to the exact location of the sound.

Materials: None P

Procedure: Play "Cat and Kittens". A child is selected to be Mother Cat. He leaves the room temporarily. The leader then taps 3 or 4 children on the shoulder to designate them as kittens. All children place their heads on their desks. (They may sit with their heads down with their mouths covered by their arm as they will remain more interested if they can see). Mother Cat comes into the room and says, "Meow!" The kittens reply, "Mew, mew." Mother cat listens and taps a child on the head if she thinks he is a kitten. If he is, he sits up in his seat. When Mother Cat has found all of her kittens she chooses a child to take her place.

Materials: None P

Procedure: One child is the animal trainer. He stands in front of the group with his back toward the group. One child makes the sound of a previously determined animal. The trainer turns around and tries to find that particular animal.

Materials: Blindfold P

Procedure. One child is blindfolded and another child points to a member of the class who asks in a normal voice, "What's my name?" If the blindfolded child makes the proper identification the person identified becomes the new person to be blindfolded.

Gross Listening P

Materials: None

Procedure: Children take a walk without any previous instructions for listening. Upon return to the classroom, list sounds recalled by children on chalkboard. Then discuss the nature and source of the sounds.

Repeat the above walk, visiting various areas, so that children may identify various areas by the sounds they remember as peculiar to one area. (Traffic sounds, factory sounds and whistles, truck sounds, etc.)

Repeat this activity asking the children to listen for specific things (perhaps three). Discuss why they might have done better listening this time.

Materials: None P I

Procedure: Take a short walk around the school and grounds. The teacher should point out sounds and their origins at first. Later ask the students to identify the sounds they hear. The children should be asked to name and imitate the sounds they heard on the walk, upon their return to the classroom.

The class could go on a field trip to a farm or zoo or bring animals to the classroom.

Materials: Tape recorder, tape P I

Procedure: Record various sounds and play them back to the children, having them name the sounds they hear. They, then, classify them as part of their environment, voices of people, or sounds of nature.

Differentiating Between "Whispering, Talking, Shouting, Singing" P

Materials: Tape recorder, prepared tape with samples of whispering, shouting, talking, and singing.

Procedure: The tape is played with the teacher defining each example.

Differentiating between whispering, talking, shouting, and singing continued

Appropriate times for each type vocalization are discussed.

Other samples of these voices are played and identified by the children as to what type voice is being used. Children are asked to give examples of each type voice.

Children follow directions while music plays, gradually increase volume of music but not of voice giving directions. Make directions very simple - "jump" or harder, "clap your hands three times".

Lost in a Storm - Materials: Two Blindfolds

Procedure: - two blindfolded children get far apart in a large circle and try to find each other by saying "Where are you?" while rest of children produce storm sounds - shuffle feet, wailing, and crumple paper (may have lost children wear earmuffs).

Play a familiar record at regular volume, at the same time play another record, tape, radio, or TV at a loud volume and gradually decrease until children recognize familiar records (May play familiar record at low volume at start).

Little Tommy Tittlemouse P

Little Tommy Tittlemouse lives in a little house. Someone's knocking, oh me, oh my. Someone's calling, "It is I."

Have one child sit on a chair with eyes closed. Choose another to stand behind the chair while the class chants all of the above except "it is I." The child on the chair guesses who the child behind him is and names two colors he is wearing.

What is it?

Children are asked to hide their eyes, the teacher makes a familiar sound and the children are asked to identify it. The only clue is the sound - the object is not seen.

tearing paper
sharpening a pencil
walking, running, shuffling feet
clapping hands
sneezing, coughing
opening a box
writing on the blackboard
crumpling paper
clicking the tongue
rubbing sandpaper together
splashing water
blowing a whistle
blowing nose
snapping fingers
dropping an object
sighing
rubbing palms together
striking a match

bouncing a ball
rattling a rattle
snapping the lights on
knocking on the door
blowing a pitch pipe
shaking paper clips in a glass
cutting with scissors
leafing through a book
raising and lowering the shades
ringing a bell
banging blocks
stirring paint in a jar
shuffling cards
moving a desk or chair
tapping (on glass, wood, metal)
breaking a piece of chalk
snapping rubberbands
rattling keys

Silly sentences read aloud and have children answer yes or no.

Do balls bounce?
Do notebooks run?
Do feathers sneeze?
Do rabbits hop?
Do boards nail?
Do chickens pray?
Do chairs sit?
Do people see?
Do children cough?
Do pencils chew?
Do faucets drip?
Do doors slam?

Do toilets flush?
Do teeth brush?
Does paper write?
Do books have pages?
Do ladies laugh?
Do closets sleep?
Do dishes wash?
Do flowers bloom?
Does chalk dust?
Do pens write?
Do tables listen?
Do birds sing?

Do dogs bark?
Do people run?
Do cows hop?
Do clocks listen?
Do pages tear?
Do cars honk?
Do children yell?
Do walls move?
Do balls roll?
Do fingers type?
Do baskets spill?
Do cans scream?
Do drawers open?

Do shoes walk?
Do stoves cook?
Do doorbells ring?
Do fires burn?
Do chickens moo?
Do houses read?
Do birds sing?
Do doors close?
Do wigs fly?
Do crowds clap?
Does paint peel?
Do cats meow?
Do lights switch?

Do beds sleep?
Do alligators fly?
Do bugs crawl?
Do horses bark?
Could a grandmother be 10 years old?
Do toes have nails?
Does a baseball cry?
Do keys unlock?
Do trees run?
Does a camel have a hump?
Do desks have legs?

Does trash burn?
Do ladies eat mice?
Does a kitchen have a nose?
Do pianos sneeze?
Can chickens speak?
Do men have beards?
Do goats take baths?
Do people itch?
Can a doctor listen?
Do milkmen sing?
Do snakes walk?

Do matches cry?
Do candles buy things?
Does grass grow?
Do trains crash?
Does water laugh?
Do cats have ears?
Do voices sing?
Can money spend?
Do friends love?
Do tigers have stripes?
Do birds have moustaches?

Can elephants crawl?
Do reindeers fly?
Do helicopters break?
Can balloons blow?
Does a bucket carry?
Do boys wear earrings?
Do lockers lock?
Do giraffes wear glasses?
Do windows open?
Do sinks drown?
Do zebras wear shoes?

Do birds crawl?
Do cars move?
Do worms walk?
Do people fly?
Do bugs talk?
Do trees climb?

Do books read?
Do roads laugh?
Do wires sing?
Do shoes whistle?
Do men listen?
Do girls cry?

Silly Sentences (continued)

Do dresses laugh?

Do days have hours?

Do trees bend?

Do mice run?

Do houses shout?

Do fires spark?

Do clocks tick?

Do lights blink?

Is a boy a man?

Are children people?

Is John a woman?

Is Mary a girl?

Is a rooster a hen?

Is a colt a horse?

Do mailmen make money on Mondays?

Can glass grow in green gardens?

Do pretty pictures play pianos?

Could a pink panther pick a pretty pal?

Do striped seats sail in seas?

Do families find food for children?

Do policemen put people in purple places?

Is Sally Sampson a good boy's name?

Could a favorite friend find a feather?

Can white whales wear baggy blue britches?

Do doors do business at K-Mart?

Do big, blue, books belong in libraries?

Does a fish have hands?

Do dogs meow?

Do balls smile?

Do mothers love?

Do babies cry?

Do books scream?

Do teachers grin?

Do you have 4 hands?

Does the principal sneeze?

Does chalk walk?

Does wind blow?

Does water freeze?

Do lamps live?

Are chimneys careful?

Do windows crack?

Do bells blow?

Do papers crumple?

Do churches pray?

Do cars pass?

Do televisions hear?

Do radios roar?

Do circuses have tigers?

Do skiers ski?

Do plants grow?

Do cages catch?

Do faucets drip?

Silly Sentences (continued) P I

Do Methodist ministers make movies?

Could a sister Sally sit on a thistle?

Could corn come in cans?

Could Paul Petty put pears in a pot?

Could Betty Binkley be my big, best brother?

Do green goats graze in grass?

Could Zelda zip a zipper at the zoo?

Could rich Russians have rats?

Could purple peaches be pitted?

Does Santa's sled slip and slide?

Does Wanda Wellwood wax windows?

Would Henry Hudson's house have hairy horns?

Does Benny Brake's butchery have blue meat?

Could Felix Fletcher the fat cat catch a fat rat?

Could Fred Red have a brown dead sled?

I

INSTRUCTIONS: Listen to the question as it is read. Is it true or not?

Is old water dry?

Are goose eggs round?

Do broken gates glide?

Do library books read?

Do eagle feathers fly?

Is all fire hot?

Do little brothers bathe?

Are all T-shirts white?

Is time always passing?

Is seven bigger than eleven?

Are all babies young?

Do all flags have stars?

Are all teachers old?

Do oval mirrors see?

Does blond hair cut?

Do brick layers build?

Do flatboats float?

Does the wind always blow from the same direction?

Does candy come only in a few flavors?

Is ocean water always cold?

Does a diving board bend?

Is a queen-sized bed only for queens?

Do dock pilings pilfer?

Do pine needles sew?

Are all teachers women?

Does three feet equal a yard?

Is grass always green?

Do big cats run from frogs?

Does cold water make good tea?

Do boxcars carry cargo?

Do blue eyes see better than brown?

Is perfume good for a cut?

Do rocking chairs have wheels?

Do beads make good swings?

Is a pail of sand light as feathers?

Does celery salt taste like soda?

Do little birds babble?

Does oil ever boil?

Do harness race drivers sit on saddles?

Are sour grapes salty?

Does the sun shine on the moon?

Is Monday the end of the week?

Can we slide up a slide?

Are you awake when you dream?

Does wet gunpowder explode?

Can a dog walk on two legs?

Can an elephant balance on one foot?

Does ice ever float?

Can alligators live in a moat?

Do falcons fan flames?

ANSWERING QUESTIONS I

INSTRUCTIONS: "I will read a question. You are to give a YES or NO answer..."

Do fence posts bow?

Do pilings pilfer?

Is an ounce heavier than a pound?

Is ocean water usually salty?

Are there always 30 days in a month?

Are rocks harder than diamonds?

Do three feet equal a yard?

Is the sun always directly over head at noon?

Can a parrot read?

Do new cars collide?

Does macaroni mock?

Do fine wrenches reason?

Do encyclopedia expound?

Is your mother's sister your aunt?

Do fishing lines snag?

Does the sandman visit sleepyheads?

Is sixteen less than sixty?

Does the earth orbit a rocket?

Do wizards send blizzards?

Do rainbows form half-circles?

Does a robot ramble?

Is chimney soot black?

Do ideas ever seem to explode?

Do pennies pine away?

Does a frog's tongue flip?

Do kneecaps move?

Do motorcycles recycle?
Does a record player rotate?
Do cabs carry corn?
Do easy chairs cherish?
Do compact cars calculate?
Does refined oil lubricate?
Do planes ever land on water?
Do woolyworms worry?
Do grasshoppers gargle?
Do grouchy people grumble?
Does a running brook gurgle?
Does a gaggle of geese giggle?

Do letter heads think?
Do kangeroos have humps?
Do foxes have a nose?
Do birds have teeth?
Can small dogs swim?
Do geese build nets?
Do turtles lay eggs?
Can cars run backwards?
Do creatures creep?
Do nylon cords bind?
Do scorched trees suffer?
Do high ocean waves break?

SILLY, OR UNTRUE STATEMENTS P I

The instructor is to read the sentence. The children are to listen carefully, and then restate the sentence so that it could be true.

1. George drank the ham sandwich.
2. We ran so fast, our ears got tired.
3. Mother made me take a bath to get dirty.
4. We took our baseball and bat and went fishing.
5. The book I read last night had ten million pages.
6. I put my feet on the pillow and went to sleep.
7. Mother put ice cream in the freezer to keep it warm.
8. Sally Smith was the girl's father's name.
9. He took a shower in the closet.
10. In the summer the sun was bright at midnight.
11. He put his socks on his head and went out to play.
12. The frisky mouse chased the cat all over the barn.

13. The new First Grader was sixty years old.
14. My Uncle Julie said she would be here at noon.
15. The boys walked quickly over the moon.
16. I'm so hot I think I'd better get in the sun.
17. All the pups in the class wrote their name on the board.
18. We used the small scissors and cut a hole in the tin roof.
19. I can see better when the sun is down.
20. We placed the carpet neatly on the ceiling.
21. We lost our pennies in the wishing well.
22. Mother bought a ton of apples at the store.
23. The best way to eat a hamburger is with a knife.
24. The last time I saw my grandmother she was ten years old.
25. We saw a good picture on the telephone last night.

CORRECT THE MISSTATEMENT P I

INSTRUCTIONS: "I will read a statement. You are to tell me what is wrong with what I have said and correct it if you can."

1. The little chick took care of his mother.
2. My grandfather is a young man.
3. Raincoats keep the rain away.
4. Jokes usually make us cry a lot.
5. Our class sat down and listened to their books.
6. The bottom of the candle burned away slowly.
7. We put shaving cream on our strawberries.
8. Feathers make a hard pillow.
9. Little children like to work.
10. One thing about ice cream, it tastes bad.
11. The boys wore their dresses to school.
12. The smoke went down the chimney.

13. Santa Claus lives at the toy store.
14. The river ran over the bridge.
15. Mother sends me to bed at twelve o'clock every night.
16. We make buttermilk out of butter.
17. The airplanes raced down the railroad track.
18. Four year old Billy carried his father up to bed.
19. Corn grows well in a cornpopper.
20. Table salt tastes good on doughnuts.
21. Elephants weigh a little less than camels.
22. We dug the potatoes out of the bushes.
23. Sandcastles last forever.
24. We put on our bathing suits, jumped into the pool and skated across.
25. The hot sun froze our arms and back.
26. Mother made a quilt to cover the house.
27. On Sunday it is always sunny.

CORRECT THE MISSTATEMENT P I

INSTRUCTIONS: "I will read a sentence. You are to listen carefully to what I say and correct any word or words that are wrong."

1. The clowns made all the children cry.
2. We watched the clouds float across the ground.
3. We wear glasses so that we can hear better.
4. We washed our face with clean dirt.
5. We get a good suntan during the winter months.
6. A cold climate is best for growing bananas.
7. Teeth are used for digesting food.
8. Our trip to the mountains was all downhill.
9. Most old men run very fast.

10. It is safe to stand in the middle of the road.
11. We played in the snow until our hands got warm.
12. We poured milk from the bottle until it was full.
13. We made bird houses for the squirrels.
14. The beavers built a dam on the hill.
15. We watched the television program on our radio.
16. We picked pickles from a pear tree.
17. We found sandpaper to be very smooth.
18. The donkey pushed a cart load of fruit to market.
19. Thick pancakes cook quickly.
20. Bread crumbs make good dog food in the wintertime.
21. The caboose pulled the train into the station.
22. A mink stole keeps a ladies head warm.
23. Brothers and sisters are always children.
24. The owl built a nest under the old barn.
25. Bicycles cost so much we decided to buy a car.

FOOLISH STATEMENTS P I

INSTRUCTIONS: "I will read a statement. You are to listen to it very carefully and decide what is wrong with what is being said, and then give the correct answer."

1. The boys like to swim in the warm grass.
2. You can go for a long ride in a bathtub boat.
3. Bears like to rob bees of their money.
4. Pigs like to root with their pointed toes.
5. My brother who is eight years old drove the family car to the store.
6. The clowns held a parade on the top of the circus tent.
7. I scratched my head with my toenail.
8. We used an eraser to wipe up the spilled milk.
9. Fill the fruit basket full of water, please.

10. We wore our wooly mittens to keep our feet warm.
11. Jill's hair was so short that she had to put it up in braids.
12. A tree fell on the ground, it floated high in the air.
13. Vinegar is too sweet for my taste.
14. We ate the split pea soup with a big fork.
15. We watched the fish swim swiftly through the air.
16. We used our money to buy a few pounds of air.
17. We stretched the rubber band and it got smaller and smaller.
18. A sack of sand is lighter than a sack of feathers.
19. Dan drove his farm truck into an empty pillow case.
20. A redbird and a robin were fighting. The bluejay got the worst of the scrap and flew away.
21. I am going to be much smaller when I get to be ten years old.
22. Mother gave us breakfast as soon as we had gone to bed.
23. When the tooth fairy comes she will bring me a new tooth.
24. Our evergreen trees are brown all winter.
25. We filled the tub with boiling water and took a bubble bath.

FOOLISH STATEMENTS I

CORRECTING MISSTATEMENTS: I will read a statement but there is something wrong with what I have read. Correct the misstatement and restate the sentence so that it is true.

1. The fish swam swiftly through the clouds.
2. As the train came into the station to unload passengers, it traveled faster and faster.
3. The snow fell up all morning and uncovered the houses, trees, water and land.
4. The maple sap was so sweet that it tasted like vinegar.
5. An eagle flew so low to the ground that it sailed right through a bank of white clouds.

6. When the explosion blew up the brick house, the house ended up looking stronger than ever.
7. The doctor was called to see Jimmie when he was sick. After the doctor left Jimmie said he felt much worse.
8. The farmer took his corn to the corn sheller. After shelling it, he said he had more truck loads of corn than he had before.
9. Since water always runs up-hill, you must run very fast to keep anead of it when it rains.
10. The best way to chop wood is with a big bonfire.
11. After we hitched the trailer to our car, it pushed us right along at a good speed on the open highway.
12. A frog hopped up on a rock and then flew to a nearby tree.
13. The apple butter that we got from the dairy farm was the best that the cows had ever produced.
14. We put on our skates and climbed the snow covered mountains.
15. The trouble with good fortune is that it always makes one so miserable.
16. The fog was so heavy that I couldn't walk through it.
17. The family took the motor boat and drove up town.
18. Butterflies make all kinds of good butter.
19. My father wanted a cup of coffee for supper so mother made a strong pot of tea.
20. I took a dime to the store and bought a dollar's worth of brown sugar.
21. An old man came to the dance using two canes. He had no trouble winning the waltz contest.

CAN IT BE, OR NOT P I

The children listen to the sentences as they are read. Then they tell whether they are TRUE or FALSE, or COULD or COULDN'T be possible.

1. The black belt was red and yellow.
2. The zebra's checks were black and white.
3. The sun was so hot I jumped into the swimming pool.

CAN IT BE, OR NOT (continued)

4. She laughed and laughed; she was so sad.
5. When the pony saw the grain, he ran over and said "Moo."
6. The singer sang such a terrible song that we clapped and clapped.
7. The Chicago Cubs play baseball in the summer.
8. I blew on the soup because it was so hot.
9. The clock struck midnight when I got up this morning.
10. We went to the dentist because our throat was sore.

CAN IT BE, OR NOT ----------

1. She screamed when she saw the monster.
2. The ant ate the bird in one big bite.
3. The tooth ran around the block twice.
4. One plus one is the same as two.
5. She waxed the floor until it was shiny.
6. She listened so well her ears fell off.
7. The car my dad drives ran out of gas yesterday.
8. He was so hot that he climbed into the oven.
9. There were 50 thousand blackbirds in one bush.
10. He put his car into gear and drove into the bedroom.
11. She cut out the wooden dolls with a pair of scissors.
12. In the spring our grass grows so fast that we mow it twice a week.
13. Dumbo was a great big elephant who lived in a teeny, tiny cage.
14. The little tiny acorn grew into a great big tree.
15. Susie went out at night and listened to the sound of the stars.
16. What George likes to do best, is to turn on the radio and see the ocean.
17. The giraffe said it would be hot tomorrow.
18. Sam looked out the window and saw that it was raining hard.
19. The door climbed to the top of the ladder.
20. George stood on the chair to reach the top shelf of the cabinet.

WHICH STATEMENT MAKES SENSE?

INSTRUCTION: Perform the action called for. P I

1. Mumps on the more. Thump on the store. Jump on the floor.
2. Bake your shed. Shake your head. Rake your bread.
3. Mink your eyes. Yink moor skies. Blink your eyes.
4. Rip around the skoom. Skip around the doom. Skip around the room.
5. Cho bit on a stair. Bo kit on a hair. Go sit on a chair.
6. Falk abound the goom. Walk around the room. Stalk mound the zoom.
7. Root war pans on a lead. Put your hands on your head. Goot your gans on a ped.
8. Knock on the blackboard. Knot on the wakcord. Walk on the backsoard.
9. Snap your new blands. Clap your two hands. Map tore boo lands.
10. Stomp your right foot. Domp or light hoot. Stom door sight boot.
11. Rab the dable wid a denzil. Tab the able with a tensil. Tap the table with a pencil.
12. Touch for nature hamp. Touch your neighbor's hand. Dutch nor nadar's had.
13. Pool your bug year. Pull her bum fear. Pull your left ear.
14. Snap teeth together. Snap grief heather. Sap teeth whether.
15. Bow, frown and shed. Bow down your head. How now, some spread.
16. Land, burn sound and lace. Fanned, wurn hound face. Stand, turn around in place.
17. Nap tep hoe on four. Tap left toe on floor. Tap eft oh on or.
18. Stand, hop on one foot. Fanned cop ton son boot. Gand, nop hon done toot.
19. Patch your right tear. Scratch your right ear. Latch yourk height, sear.
20. Dutch roar wid high band. Such door id nigh sand. Touch floor with right hand.
21. Tap the table with both hands. Sap the gable its boat ands. Rap da sable fit cold fands.
22. Clasp your older. Slap your shoulder. Dap with-er boulder.

WHICH IS _____? I P

INSTRUCTIONS: "Answer the question 'Which is _____' using the comparison given for each sentence."

1. Which is older, a kitten or a cat?
2. Which is bigger, a bat or a rat?
3. Which is faster, a plane or a train?
4. Which is harder, a clock or a rock?
5. Which is blacker, coal tar or a gold bar?
5. Which is smaller, mice or lice?
7. Which is softer, a cabbage head or a feather bed?
8. Which is longer, a mile or a file?
9. Which is taller, a fountain or a mountain?
10. Which is sweeter, a cookie mix or some candy sticks.
11. Which is smoother, a table top or a rabbit's hop?
12. Which is thinner, a paper clip or a sailing ship?
13. Which is sharper, a knife blade or a garden spade?
14. Which is whiter, live steam or cold cream?
15. Which is colder, a toothpaste tube or an ice cube?
16. Which has the sharper point, a tail or a nail?
17. Which is clearer, green grass or window glass?
18. Which is wetter, a tiny lake or a snowflake?
19. Which is heavier, a ton or a bun?
20. Which is louder, a church bell or a seashell?
21. Which is prettier, a nose or a rose?
22. Which has more stretch, rubber or blubber?
23. Which is flatter, a pancake or a juicy steak?
24. Which is shorter, a toad stool or a thin spool?
25. Which is likely to swim slower, an eel or a seal?

INSTRUCTIONS: "I will read a group of words. You are to listen to them and pick out the one word that names something that you can do.

1. form, coke, drink, fly
2. jump, over, county, bloom
3. rug, tent, carry, boil
4. pie, color, jug, fiddled
5. cool-aid, uncle, top, walk
6. eat, cookies, cream, butter
7. arty, dresser, breathe, candle
8. danger, water, caps, write
9. three, draw, girls, candies
10. skip, tamed, over, gate
11. side, sleep, stale, winded
12. carts, discovery, zone, snore
13. tooled, pale, chew, poem
14. sweep, idler, dome, golden
15. ape, bottle, simple, swing
16. want, slide, coming, deer
17. load, fame, hear, hopper
18. wild, crawl, x-ray, worms
19. cinder, cards, wagons, see
20. timber, under, count, fable
21. dive, trout, mammals, four
22. lines, play, carpets, trousers
23. whale,dandy, fancy, dance
24. dime, wand, stand, something
25. scoot, somewhere, daily, sale
26. finger, knowledge, parties, wave

INSTRUCTIONS: Listen to the group of words that I read. Choose the one word that tells something that you can do. Say it.

1. banjo, wheelbarrow, coffee, swallow, salad
2. trouble, sing, cupids, horn, tray
3. clear, hinge, dream, willow, apples
4. bread, cry, crane, safety, things
5. trooper, wade, grove, pond, matches
6. seeder, milkman, mushroom, found, wiggle
7. laugh, nightly, needles, blades, creek
8. ham, hold, heels, home, hash
9. threads, that, teeth, tremble, trail
10. witch, wall, watch, wing, weeds
11. angel, suffer, higher, camper, deals
12. dipper, swift, tick, remember, wood
13. umbrella, tablet, ride, corn, prices
14. swim, dependent, floater, jelly, socks
15. ashes, brands, cornflakes, drool, aims
16. recess, dine, vanity, wicked, bugs
17. lesson, trees, learn, temple, zebra
18. damper, firefly, juice, rice, pull
19. team, pound, ghost, roses, thumbtack
20. steeple, beams, whistle, thistle, dove
21. cattle, much, drover, throw, gang
22. traveler, wash, elbows, moose, geese
23. planter, oven, buns, tremble, caster
24. wander, dairy, owl, sycamore, cackle
25. height, window, gargle, wren, garage

FOLLOWING DIRECTIONS

Teacher may say these separately or combine to make a two step command.

walk to the door
jump twice
touch a friend
open a book
turn the pencil sharpener
pretend to sneeze
wave "hello"
fold your arms
scratch your back
stick out your tongue
raise one leg
scratch the wall
raise your arm
touch the wall
touch someone's head
stomp your foot
sit on the floor
hop on one foot
shake your head "yes"
shake your head "no"
knock on your desk
raise both arms

clap your hands
turn around
pat the teacher's desk
jump once
touch the chalkboard
sit in a chair
touch your toes
mark on the chalkboard
snap your fingers
whistle a tune
open your desk
scratch your head
get a paper from your desk
shake hands with someone
pull out a chair
make an angry face
pretend to fly
lie down on the floor
write your name in the air
do a dance
wiggle your nose
pretend to cough

This activity can also be adapted to Simon Says:

One step commands:

stand up

sit down

nod your head

touch your toes

pull on your ear

stick out your tongue

hop twice

touch the floor

scratch your head

touch your neighbor

tap your foot

clap your hands

turn around

stamp your foot

jump once

shake your head

slap your knee

wiggle your fingers

wink one eye

reach high

shake your arms

bend forward

tap your desk

push your belly button

open your mouth

ACTION ACTIVITIES P I

INSTRUCTIONS: "Listen first, then do each thing called for in the instruction in the order given." EQUIPMENT NEEDED: One chair

1. Walk around your chair three times, sit down on it.
2. Smile at your chair, get behind your chair, get up on your chair.
3. Pick up your chair, get under your chair, put down your chair, sit down in your chair.
4. Go in front of your chair, put your feet under your chair, bend over your chair.
5. Tap your chair three times, put both hands above your chair, touch your hands under your chair.
6. Pick up your chair, take one step, turn your chair upside down, put it right-side-up.
7. Walk backwards around your chair two times, put your head beneath your chair, put your head over your chair.
8. Kneel on your chair, wave to your neighbor, get off and hop around your chair twice.
9. Sit down on your chair, stamp your feet, clap your hands, and wiggle your ears.
10. Get on top of your chair, flap your arms, get down, skip around your chair, and sit down.
11. Pick up your chair, take three steps backwards, stop, turn around two times and come back to your starting place.
12. Pick up your chair, turn around, take two steps sideways, and set the chair down.
13. Stand behind your chair, push it forward three feet, and turn it upside down.
14. Sit in your chair, tap your toes on the floor three times, then pound your heels together four times.

ACTION ACTIVITIES I

INSTRUCTIONS: "Listen first, then do each portion of what is said in order given."

1. Smile, clap your hands two times, and snap your fingers once.
2. Stand up, make your knees wobble, sit down and frown.
3. Touch your ears, put your head down, stamp your feet three times, and look at me.
4. Close your eyes, stand up, sit down, open your eyes.
5. Stand up, touch your nose, touch your toes, now laugh.
6. Sit down, touch your elbows, touch your knees, blink your eyes four times.
7. Stand up, walk around the table, hop on one foot five times, and then sit down.
8. Stand up, touch your ankles, stick out your tongue, and sit down.
9. Say, "I am nice." Smile, stand up, and wave to your neighbor.
10. Pat your head, rub your stomach, pull your ears and sit down.
11. Shake hands with your neighbor, tap one heel on the floor three times, close your eyes and say "safe."
12. Stand up, touch your finger tips together, look at your feet, and say "socks."
13. Sit in your chair. Touch your right hand on the floor, then slap your left knee with your left hand.
14. Stand facing your chair. Touch the back of the chair with both hands. Raise your hands and look at them and say "smooth."
15. Sit down in your chair. Slap your knees three times. Hold your hands in front of your eyes and say, "boo."
16. Pick up your chair by the back. Back up three steps. Turn around. Put the chair back at the table and sit down and say, "done."

EXERCISE GAME I

Purpose: To listen so that a specific order of items can be remembered.

Directions: Select 5 players for the first time, 6 players for the second time, 7 players for the third time, and 8 players for the fourth time.

The teacher says these directions: The first time, the first player does the first direction, the second player the second direction, etc. After the 5 players have done the five directions, then 6 players are picked and they follow the same pattern as the first 5 players, etc.

1st set of directions: (Read all at the same time)

Touch your toes(1st player - teacher does not read "1st player") etc.

Put your hands on your head (2nd player)

Touch your forehead (3rd player)

Put your hands on your hips. (4th player)

Close your eyes)5th player)

2nd set of directions: (New players, 6 of them)

Hands on your cheeks

Hands on your ears

Touch your mouth

Stoop down

Touch your ankles

Close your eyes

3rd set of directions:

Touch your nose

Open your mouth

Sit down

Hands on your ankles

Touch.your toes

Hands on your hips

Lock your hands behind you

4th set of directions:

Hands on your head

Sit down

Lock your hands in front of you

Hands behind you

Hands on your eyes

Sit down

Hold head up high

GUESS WHAT I AM?

Read the directions for making the snowman, but do not tell the students what is being made. After the directions have been read, ask the students to decide what is to be made.

Also, you might have the students draw the snowman while you reread the story the second time.

Bend a white pipe cleaner into a circle for the body. Overlap the ends and tie with white thread. Cut a circle of heavy white paper for the head. On both sides, paste scraps of colored paper for eyes and mouth. Glue the head between them before the paste dries.

Twist short pieces of pipe cleaner into place for arms. On a fold of colored paper cut two double mittens. Paste on over the end of each arm.

Make two red bows from pipe cleaners, felt, or paper. Glue them at the neck, front, and back.

FOLLOWING DIRECTIONS

Materials: Pencil and paper for each child.

1. Draw a triangle with a point at the top.
2. Inside of the triangle, near the top, draw a waby line, from left to right.
3. Near the middle of the triangle draw two wavy lines close together from right to left.
4. Near the bottom of the triangle draw a wavy line from left to right.
5. At the top point of the triangle draw a tiny circle using dots.
6. At the bottom of the triangle, on the outside, draw a small rectnagle that is attached to the bottom line.
7. Write the name of the picture.

a Christmas Tree

FOLLOW THE DIRECTIONS I GIVE

Materials: Paper and pencil for each child. I

Write your first name and last name on the upper right hand corner of the paper. At the left hand margin, on every other line, write the numbers from one to five for answers to five directions.

Here are the things you must do. After 1 follow the first command, after number 2 write the answer to direction 2 and so forth. If you do not understand one direction, leave it blank and go on to the next one by number. I shall give each direction only ONCE.

1. After number 1 write the words "from, with, at".
2. After number 2, write in alphabetical order the words "hat, red, ball".
3. Draw one smaller circle inside a larger circle and divide the smaller circle in two by a line which is continued to cut the larger circle in one place only.
4. Three boys named Bill, Jim, and Tom are sitting in a row but not in that order. Jim is the tallest boy and Bill is shorter than Tom. If the boys are sitting so that the middle-sized boy is in the center, write the name of the center boy in the row. (Answer: Tom).
5. Write these numbers from largest to smallest: 5, 9, 4, 1, 2, 6.

Materials: Paper and pencil for each child.

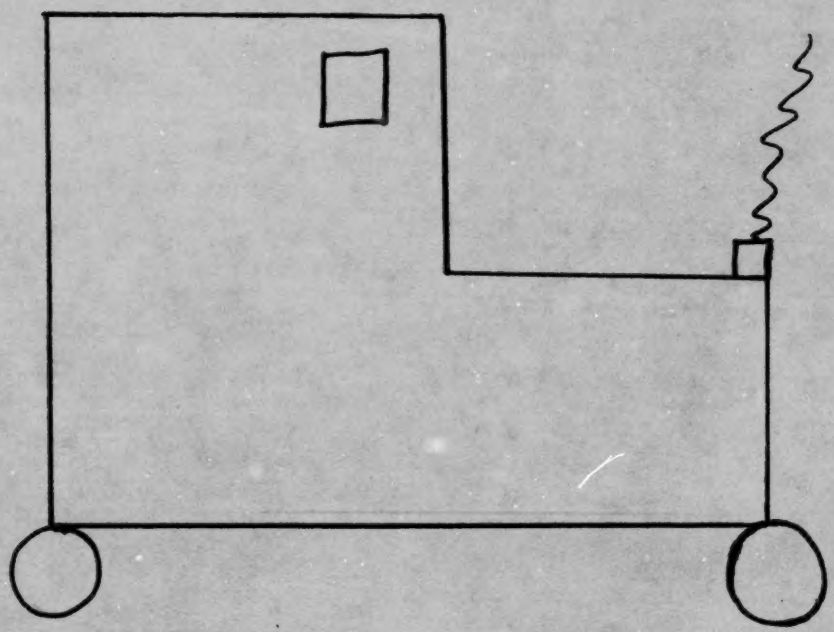
The following directions are read and the students follow them.

1. **Write your name on the right side of the top line.**
2. **Write the date under your name on the next line.**
3. **Skip 2 lines, then number 1-15 without skipping any lines.**
4. **Write a simple sentence on the second numbered line.**
5. **Write a compound sentence on the last numbered line.**

CAN YOU IDENTIFY THIS OBJECT

Materials: Paper and pencil for each child P I

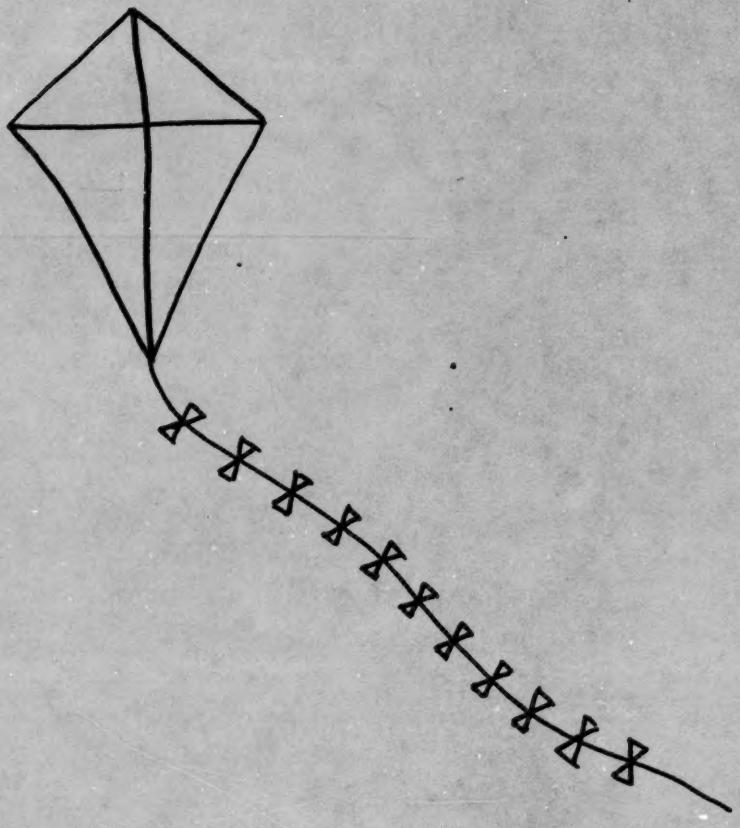
1. Draw two small circles, about four inches apart.
2. Draw a line connecting the tops of the circles.
3. At the end of the line on the left circle, draw a four inch vertical line.
4. At the top of this line, draw a line to the right, that is only half as long as the bottom line.
5. From the end point of this line, draw a line down about two inches.
6. At the end of the line on the right circle, draw a verticle line up about two inches.
7. Connect the ends of the lines that are open.
8. Draw a small square in the right corner of the tallest part of the picture.
9. Draw a small square at the end of and on top of the line that is most right.
10. From the middle of the square, draw a small wiggly line going up.



CAN YOU IDENTIFY THIS OBJECT P I

Materials: Paper and pencil for each child.

1. Draw a cross
2. Connect each of the end points
3. Starting from the bottom most point, draw a line, slightly curved to the right.
4. Make several X's on the line. Space them evenly.
5. Close the open ends of the X's.



Materials: Paper and pencil for each child.

Tell the students to pretend that someone has called and left the following message. They are to write down the message as it is read.

Please tell Helen that John will pick her up at 5 on Wednesday. Our class is going skating and will return at 8:00 that night. Thank you.

MAZE

Materials: Blindfold, Maze, and Timer

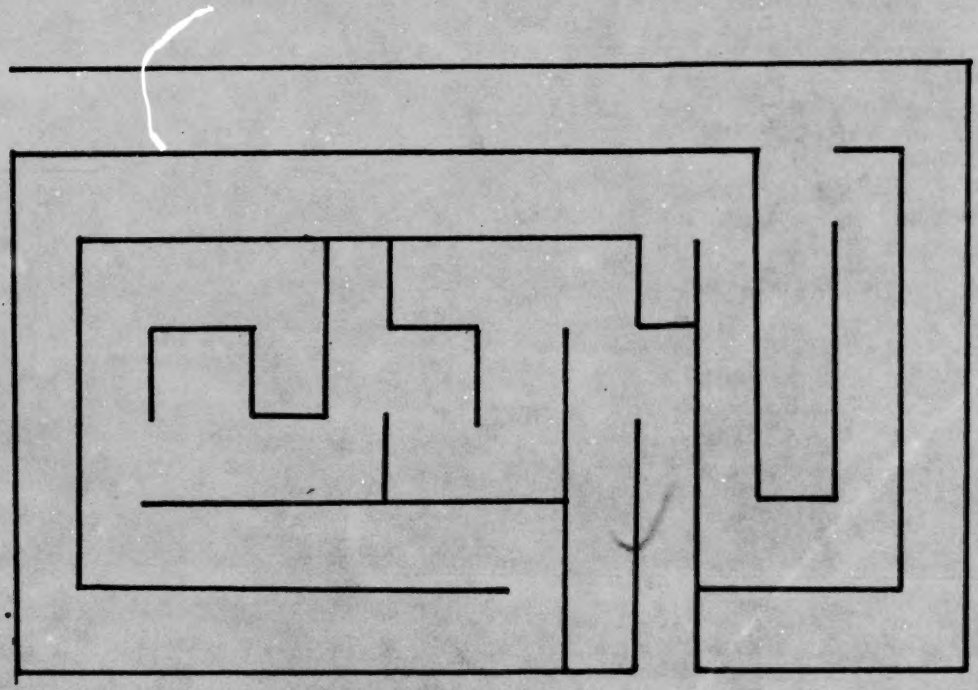
Procedure: Students pair up and decide who will give the directions and who will be blindfolded.

The blindfolded person stands in front of the maze drawn on the blackboard.

The 'seeing' partner guides the blindfolded student through the maze.

The 'seeing' student can only give these directions: N (north), S (south), E (east), W (west), stop and keep going.

Winners can be determined in a variety of ways. For example, the winner could be the one who gets the furthest in a specific amount of time, or the team who gets through the maze most quickly.



FOLLOWING DIRECTIONS I

Read the following. Then have children to tell how to grow a pineapple.

Twist the top from the pineapple.

Lay out in the air for four days.

Plant in a pot of soil and keep it moist.

The plant will grow and blossom.

WRAPPING A PRESENT I

Read each group of directions to the students and after reading each, have the students put each group in the proper order.

1. Cut the paper.
2. Fold the paper around the box.
3. Measure the paper to fit the box.
4. Tape the paper to hold edges together.

---

1. Take off your shoes.
2. Take off your socks.
3. Untie your shoes.

1. Swallow food.
2. Put food into your mouth.
3. Chew food.

Materials: Pencil and paper for each child. I

The following directions are read to the children.

1. Number your paper from 1 to 4.
2. Write the year that you were born after the number 1.
3. Write a year when something exciting happened to you after number 2.
4. After the number 3, write your age at the time of your birthday this year.
5. Subtract the year of the exciting event from this year and write the answer after number 4.
6. Add these four numbers. Divide the answer by two. Your answer is correct if you get the present year.

GOOD POINTERS

Write the numbers on the board

No. 1. 2	No. 6. 3
2. 5	7. 1
3. 1	8. 4
4. 2	9. 2
5. 5	10. 5

Tell the pupils that you are going to read a list of things pertaining to something that the students may have. If they have these things, they are to remember the question that is asked, for that question will correlate with the number of points listed on the board. After all the questions have been read, have the studcnts write down the question that pertained to them and also to put beside it the number of points. This could be a contest and the winner is the person who has the greatest number of points.

QUESTIONS

1. worth 2 points: Do you have a red sock on?
2. 5 points: Do you have a handkerchief with you?
3. 1 point: Do you have something purple on?
4. 2 points: How many of you have rubber soled shoes on?
5. 5 points: Do you have a sweater on?
6. 3 points: How many have a comb with you?
7. 1 point: How many have dark hair?
8. 4 points: Have you anything with you made of glass?
9. 2 points: How many have a brown belt on?
10. 5 points: How many red shoelaces?

"I will name a category, you are to give me at least three things in that category".

1. colors
2. days of the week
3. girl's names
4. numbers
5. toys
6. boy's names
7. letters of the alphabet
8. fruits
9. vegetables
10. months
11. furry animals
12. birds
13. animals kept in the house
14. field animals
15. teachers
16. sports
17. trees
18. parts of the body
19. tools
20. holidays
21. ice cream flavors
22. things to drink
23. children's games
24. farm animals
25. coins to spend
26. wild animals
27. things in a kitchen
28. songs
29. plants
30. furniture
31. kinds of balls
32. flowers
33. stores
34. songs of Christmas
35. TV people
36. ways to travel
37. books
38. cars
39. things that fly
40. items of clothing
41. boats and ships
42. circus animals
43. names of fish
44. names of bodies of water
45. places to eat
46. places to sleep
47. states in the union
48. kinds of guns
49. musical instruments
50. insects with more than four legs

1. Things that bend
2. Things that tell time
3. Things that are inflated
4. Things used by a secretary
5. Things found in a gym
6. Things a magician uses
7. Things that are flat
8. Things that are used by a mechanic
9. Things that measure
10. Things underground
11. Animals with horns or tusks
12. Creatures with shells
13. Things that need a battery
14. Things you hunt
15. Things that hold other things
16. Kinds of precipitation or weather
17. Things with heels
18. Things made of water
19. Kinds of building materials
20. Kinds of flowers
21. Kinds of liquids
22. Names of planets
23. Things that have wrinkles
24. Things that absorb
25. Things used in winter sports

Students shall listen to the following sentences. The sentences include a series of items beginning with "I have..." The students shall select the item in the series that does not belong. Students are not to answer until the teacher completely reads each sentence.

1. I have a football, a helmet, a uniform, a spoon, and a pair of cleats.
2. I have a big wheel, an electric skillet, frisbee, puppet, and a jump rope.
3. I have cookies, candy, plants, cakes, and pies.
4. I have aunts, uncles, brothers, and tigers.
5. I have rubies, nickels, pennies, quarters, and dimes.
6. I have a tugboat, helicopter, canoe, and a raft.
7. I have a cup, dish, fork, and plate.
8. I have a book, newspaper, pencil, and magazine.
9. I have a violin, banjo, a radio, and a flute.
10. I have a peach, plum, a potato, and an orange.
11. I have a bicycle, skis, snowshoes, and a sled.
12. I have a horse, bicycle, couch, and a tricycle.

Lists:

13. glider, hot air balloon, helicopter, hang glider (has a motor)
14. lion, tiger, bear, leopard (not a cat)
15. broom, dust pan, mop, vacuum (no long handle)
16. bell, alarm, lamp, telephone (no noise)
17. necklace, belt, bracelet, ring (not jewelry)
18. boot, sandal, slipper, shoe (wear inside)
19. jacket, sweater, shirt, coat (worn under others)
20. camper, station wagon, convertible, van (top folds down)

A FUN GAME TO PLAY!

INSTRUCTIONS: Have children give as many answers as they can to the following questions.

What scratches?	What weaves?
What sleeps?	What dreams?
What flies?	What bleeds?
What bites?	What grinds?
What swims?	What freezes?
What burns?	What argues?
What cuts?	What hunts?
What blows?	What thunders?
What shoots?	What bounces?
What melts?	What squeaks?
What sails?	What squirms?
What boils?	What barks?
What floats?	What moves?
What growls?	What roars?
What stings?	What explodes?
What gallops?	What aches?
What runs?	What laughs?

OPPOSITES P I

INSTRUCTIONS: "I will read a term. You are to give me it's opposite in meaning."

open	shut	short	long
front	back	here	there
out	in	first	last
black	white	large	small
hat	coat	straight	crooked
hot	cold	deep	shallow
outside	inside	top	bottom
asleep	awake	lost	found
few	many	north	south
big	little	ugly	pretty
rough	smooth	floor	ceiling
sunny	cloudy	sweet	sour
loud	soft	alive	dead
full	empty	sink	float
east	west	send	receive
left	right	buy	sell
early	late	new	old
down	up	come	go
high	low	plus	minus
clean	dirty	multiply	divide
warm	cool	tighten	loosen
narrow	wide	fast	slow
sad	happy	fat	skinny
no	yes	feet	head
light	heavy	rain	shine

CLASSIFICATION P I

INSTRUCTIONS: You are to listen carefully. I will read a word, then pause, and then read two more words. You are to tell me which of the second two words is in some way associated with the first word.

Practice: DOG puppy eagle (PUPPY)

1.	SUITCASE	candle	trunk
2.	CUP	saucer	pot
3.	KEY	lock	window
4.	EYES	nails	lids
5.	CLOCK	watch	compass
6.	CANDY	gum	pears
7.	CAN	plate	jar
8.	MILK	butter	grass
9.	RIFLE	pistol	spear
10.	COFFEE	peas	tea
11.	TIGER	shark	leopard
12.	PAIL	jug	puppet
13.	LOCK	pin	latch
14.	POLE	plant	post
15.	SOLDIER	guard	farmer
16.	GRAVEL	marbles	rock
17.	RICE	jello	barley
18.	FARMER	rancher	neighbor
19.	GRASS	weeds	hay
20.	colt	mare	cobbler

Which item in a list does not belong? Listen to the statement that I read. Something doesn't belong with the other items in the list. You are to name the item that does not belong.

1. A bicycle has wheels, a frame, handlebars, doors, and fenders.
2. A refrigerator has a door, ice cubes, a heater, and a light.
3. A car has a windshield, fenders, seats, wings, motor, and lights.
4. A desk has a top, drawers, tail light, legs, and sides.
5. A snowman has a nose, head, hair, body and eyes.
6. A TV set has a table, lights, tuning buttons, picture tube, and an antenna.
7. A tractor has a steering wheel, tires, battery, gas tank, and log cabin.
8. A train has wheels, box cars, wings, lights, and motor controls.
9. A washing machine has a door, a motor, picture tube, water, and start and stop buttons.
10. A rifle has a barrel, ear plugs, sights, trigger, and firing pin.
11. A swimming pool has a diving helmet, water, water level marks, drain plugs and walls.
12. A piano has keys, legs, burners, top, strings, and music rack.
13. A motor boat has seats, rudder, steering wheel, sails, and life jackets.
14. A wheelbarrow has a motor, handles, box, axle, and wheel.
15. A drug store sells candy, drugs, gas, magazines, and toothpaste.
16. An airplane has wings, sails, motor, seats, and lights.
17. A sailboat has motor, seats, flag, sails, and hull.
18. A grandfather clock has a face, hands, door, mixer, and wind-up spring.
19. A guitar has a clock, strings, a neck, a body, and a hole in the face.
20. A ferris wheel has a ticket booth, seats, motor, cotton candy, and a loading platform.
21. A rodeo has bucking horses, bike races, a clown, calf ropers and an announcer.
22. A school has a principal, a queen, a teacher, a drinking fountain, a lunch room and a bookcase.

HOW WELL DO YOU KNOW US? I

Write these words on the board: GET PAID - DO NOT GET PAID - SOMETIMES GET PAID. Tell the students that a list of persons will be read. After the list is read they are to write from memory three persons who fit each category. The person who has the most persons listed and can justify his answer is the winner.

Which persons get paid? GP

Which do not get paid? DNGP

Which sometimes get paid? SP

_____1. policeman

_____2. scoutmaster

_____3. plumber

_____4. electrician

_____5. president of a women's club

_____6. blood donor

_____7. babysitter

_____8. choir girls and boys

_____9. den mother

____10. persons who visit sick people in hospitals

____11. coach of Little League Team

____12. waitress

____13. sheriff

____14. president of Rotary Club

____15. members of a Board of Education

____16. persons who solicit money for Red Cross drive

____17. mail carrier

____18. chairman of school assembly program

____19. lawyer

____20. leader of Campfire girls

SEQUENCING

Pattern Clap P I

Tell the students you are going to give a series of claps in a pattern. They are to repeat the pattern. Clapping, snapping and tapping can be used. Use patterns such as:

clap -- clap -- clap

clap -- snap -- clap

clap -- clap clap

clap clap -- clap

clap -- snap snap -- clap

Materials: Drum - ball P I

Procedure: The leader (teacher or pupil) beats the drum a certain number of times as all the children listen. One child is called upon to clap back the same number. If this is done correctly, the child becomes the new drummer.

Children hide their eyes while a leader bounces a ball, claps his hands or taps a drum several times. One child is asked to reproduce what he has heard.

Two children play at a time. One speaks in a clear natural voice and then the echo repeats it. Then each child chooses another to take his place.

Take out a pencil; listen to what I tap out and then you repeat the rhythm. Use eight or nine beats of the following rhythms.

1. Jingle Bells
2. Happy Birthday
3. A-tisket, A-tasket
4. Farmer in the Dell
5. Twinkle, Twinkle Little Star
6. Pop! Goes the Weasel
7. I've Been Working on the Railroad

The sequence of words below are read. Students repeat the words in reverse order.

1. brown, yellow, black
2. yellow, blue, red
3. red, green, blue, black
4. red, yellow, pink, blue
5. ten, six, three
6. carpet, lamp, table, chair
7. plate, spoon, fork, knife
8. apple, pear, grape, orange, plum
9. man, boy, lady, grandfather
10. cowboy, cowgirl, radio, lasso
11. east, west, north, south
12. gallop, jump, run, hop
13. book, pencil, paper, glue
14. Jackson, Washington, Adams, Monroe
15. tree, tinsel, ornaments, reindeer
16. apartment, nests, holes, house
17. yardstick, arrow, pencils, asparagus
18. celery, carrots, popcorn, radishes
19. potatoes, turnips, carrots, radishes
20. apples, lobster, plums, beets
21. tulips, robins, daffodils, snowdrops
22. bench, swing, bleachers, floor
23. gum, cotton candy, molasses, taffy
24. sidewalk, bricks, boards, tiles
25. roses, lilies, peonies, sweet peas

I will read a sentence. The sentence has been mixed up. Say the sentence in the correct order.

3 or 4 words

1. brave are Policemen.
2. out jumped He.
3. is Where Mars?
4. round is the earth.
5. sleep many men.
6. see I smokestack a.
7. Mary door opened the
8. The broken toy is.
9. car the Please stop.
10. drive Men cars.
11. hours worked They for.

5 words

1. the fence The horse jumped.
2. into the bath water Get.
3. get you Did a watermelon?
4. saw He a star new.
5. shirt brown John has a.
6. sweet She is girl a.
7. tonight eating we are What?
8. a deer Deanna runs like.
9. eyes Her blue dark are
10. excellent TV was The show.
11. pie ate Herman the whole.
12. in Chicago born I was.
13. face has He a happy.
14. of milk a glass Pour.

SCRAMBLED SENTENCES...I will read a sentence. The sentence has been mixed-up. You are to think about how the sentence should read and then say it in the correct order.

Example: The house flew from the bird to the tree. Correct answer: "The bird flew from the house to the tree."

1. The circle stood in the girl.
2. The dog patted the boy.
3. The horse rode the man along the road.
4. The bottle is in the milk.
5. The ball threw the boy to first base.
6. The hot tin roof ran across the cat.
7. The man drove the bridge across the car.
8. The hungry hot tamalies ate the small boy.
9. Dr. Johnson was examined by the baby on Monday.
10. The jack rabbit flew at the hawk again and again.
11. The box stood on the speaker and talked.
12. The boy stood on the water and dived into the diving board.
13. A small boy lit on the grasshopper's arm.
14. The dirty boy wouldn't touch the clean coal.
15. To make a big wood it takes lots of bonfire.
16. The pasture ate grass in the cow.
17. As the mirror looked into the boy, he saw himself frown.
18. For breakfast the eggs ate the worker.
19. The desk sat at his man and worked all day.
20. Without stopping played five records the record player.
21. Poorly the sentence read the boy.
22. We paid for the store and left our groceries.
23. The shot felled the deer with one hunter.
24. To the leaves slowly drifted the ground.

GOING TO NEW YORK

The old game sometimes called "Going to New York" or "In Grandmother's Trunk" can teach the importance of listening accurately and recalling in sequences.

The first pupil says, "I went to New York and I took my hair brush." Subsequent pupils repeat in proper order the objects named and each adds another object.

You may continue the game as long as time permits. Usually 7 or 8 students is a good limit.

Variations:

Go to the Moon	Go to the Circus
Bus Downtown	Go Fishing with Dad
Go to the Dentist	Go to the Zoo
Hike in the Mountains	Ride in an Airplane

Materials: pictures of food.

Restaurant--Waiter asks customer for order. 1-2 items from 2-3 students, depending on abilities. He repeats the order to the cook. The cook finds pictures and gives them to the waiter who returns them to the customers.

One letter does not belong in the progress or set. Name that letter.

1. A B C E J K L N S T U W E F L G M I O P
2. D E F H M N O Q V W X Z M I J K O P Q D
3. G H I K Q P R T B K C D L M N Q Q U R T
4. C D E F K N I O P Q E A F G H Q R S T E H I E J K
5. H I O J K D T U V W A B Z C D M A N O P R I J K L
6. K L M U O W X Y I Z F G H I G B F C D E J K L M U
7. V W X Y D T U I W X V W X Y E X A B C D W X Y Z G
8. R S T X V U T X Y Z F E H I J D E F B H M S O P Q
9. E F G L I J K N O D Q R S T S T U A W Y Z H I J K L X N P Q C S T U V
10. I L K L M N Q R S T U T Z A B C D E F K L M N O D E F G H J
11. K L M A N O T B V W X Y D E F R H I R S T T V W S T U V W E

The instructor reads the sequence to the child, omitting the last item. The child is to supply the missing part.

Example: Instructor "be, be, me, me, be _____. Student answers: "be"

1. me, me, see, see, me_____.
2. cat, rat, cat, rat, cat, _____.
3. 6, 5, 8; 6, 5, 8; 6, 5, _____.
4. 93, 27; 93, 27; 93,_____.
5. 1,6,3,5; 1,6,3,5; 1,6,3,_____.
6. a,e,i,o,u; a,e,i,o,_____.
7. kee, kay, dee; kee, kay,_____.
8. tie, my cry; tie, my cry; tie, my, _____.
9. silly, Sally Smith; silly, Sally _____.
10. each, peach, reach; each, peach, reach,_____.
11. My dog has fleas. My dog has _____.
12. jumping, jiminy, cricket; jumping, jiminy, _____.
13. fee, fie, foe, fum; fee, fie, foe, _____.
14. gilly, gally, gully; gilly, gally, _____.
15. 105, 106, 108; 105, 106, _____.
16. sat, sit, set; sat, sit,_____.
17. big, bag, bog, bug; big, bag, bog, _____.
18. clip, clap, dip, dap; clip, clap, dip, _____.
19. slip, clip, clap, clop; slip, clip, clap,_____.
20. bunga, banga, bonga; bunga, banga,_____.
21. round, found, mound, sound; round, found, mound,_____.
22. bibbly, bubbly, babbly, bobbly; bibbly, bubbly,babbly,_____.
23. critchity, cratchity, crotchity; critchity, cratchity, _____.
24. flick, flack, plick, plack; flick, flack, plick,_____.
25. pickle, tackle, tickle, knuckle; pickle, tackle, tickle,_____.

DIRECTIONS AND NUMBERS I

The teacher gives to pupils, equipped with paper and pencil, the following directions:

1. Listen to this series of numbers and write the third one: 5-9-4-2-7
2. Listen to this series of numbers and write the next one to the last: 3-7-2-9-8-5
3. Listen to these numbers and write the one in the series that is closest to the number 3. 7-5-9-8-4-6
4. Listen to these numbers and write the largest of them: 6-2-7-5-8-4-3
5. Listen to these numbers and then write a number under 10 that is not mentioned: 6-2-9-4-8-7-1 (Answer 3 or 5)

ORDER PLEASE

Materials: Paper and pencil I

Purpose: To help remember a series of spoken letters or numbers.

Directions: The teacher reads a series of numbers or letters at a given rate. Pupils will listen with pencils up. When the teacher completes a series, she will say "write". The pupils write the series as they recall it.

Series I: 216 840 1735

Series II: t-r-m g-n-y-d o-o-h-m k-g-r-s

Series III: t-e-a-m s-h-o-u-t r-e-c-e-i-v-e- g-o-v-e-r-n-m-e-n-t

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NAME GAME

Materials: Paper and pencil I

Have each student write his first name on the top of the paper.

Then have the students write a sentence with each word beginning with a letter (in sequence) in their name. Example: Janet (Judy ate nuts every Tuesday)

Have several students read their sentences and after about 7 or 8 read theirs, call out one of their names and have the class write down what they remembered about the sentence pertaining to that child's name. When the name Janet would be called, the student should remember the sentence above and write it on his paper. This could also be an oral activity and could be a contest between two sides.

WHAT NUMBER COMES BEFORE: P I

INSTRUCTION: "I will read a number. You are to give the number that would come just before it in the sequence or progression."

Easy	More difficult	Very difficult
____ 4	____ 6,7	____ 5, 6, 7
____ 3	____ 7,8	____ 4, 5, 6
____ 10	____ 13, 14	____ 16, 17, 18
____ 15	____ 19, 20	____ 25, 26, 27
____ 22	____ 2, 3	____ 8, 9, 10
____ 6	____ 5, 6	____ 3, 4, 5
____ 9	____ 3, 4	____ 6, 7, 8
____ 12	____ 16, 17	____ 15, 16, 17
____ 17	____ 8, 9	____ 21, 22, 23
____ 24	____ 12, 13	____ 12, 13, 14
____ 2	____ 9, 10	____ 7, 8, 9
____ 9	____ 18, 19	____ 9, 10, 11
____ 12	____ 1, 2	____ 14, 15, 16
____ 17	____ 17, 18	____ 25, 26, 27
____ 24	____ 11, 12	____ 18, 19, 20
____ 2	____ 23, 24	____ 1, 2, 3
____ 5	____ 41, 42	____ 11, 12, 13
____ 13	____ 31, 32	____ 17, 18, 19
____ 11	____ 28, 29	____ 2, 3, 4
____ 16	____ 46, 47	____ 13, 14, 15
____ 8	____ 21, 22	____ 51, 52, 53
____ 7	____ 33, 34	____ 36, 37, 38
____ 1	____ 54, 55	____ 32, 33, 34

WHAT NUMBER COMES AFTER?

INSTRUCTIONS: "I will read a number, or a series of numbers. You are to determine the sequence or progression and immediately say the next number of the series."

Easy	More difficult	Very difficult
2, ____	1,2,____	7,8,9,____
9, ____	9,10,____	5,6,7,____
8, ____	3,4,____	21,22,23,____
10, ____	10,11,____	15,16,17,____
5, ____	4,5,____	16,17,18,____
1, ____	2,3,____	2,4,6,____
11, ____	7,8,____	5,10,15,____
15, ____	18,19,____	11,22,33,____
3, ____	8,9,____	5,15,25,____
4, ____	5,6,____	24,25,26,____
18, ____	13,14,____	4,6,8,____
13, ____	21,22,____	10,20,30,____
7, ____	6,7,____	1,11,21,____
0, ____	3,4,____	2,12,22,____
12, ____	15,16,____	17,18,19,____
17, ____	28,29,____	10,12,14,____
6, ____	1,3,5,____	100,200,300,____
19, ____	4,5,6,____	2,4,4,____
21, ____	1,2,3,____	10,12,14,____
25, ____	11,12,13,____	12,15,18,____
20, ____	10,12,14,____	14,17,20,____

SEQUENCING OF NUMBERS P I

INSTRUCTIONS: "I am going to say some numbers. Would you say the numbers back to me just as I said them. As the numbers get harder to remember, just do the best you can."

1.	4 7	5 1	7 3
2.	5 3	8 2	2 4
3.	1 0 3	7 3 5	5 1 3
4.	4 2 6	4 0 8	8 6 0
5.	6 4 8 2	8 6 3 0	4 0 1 7
6.	0 9 5 7	5 7 2 9	2 9 4 6
7.	9 2 8 7 1	2 9 6 0 7	8 2 1 3 5
8.	3 5 9 4 2	2 2 7 1 3	3 0 4 9 2
9.	8 8 6 4 3 2	6 6 2 1 0 4	4 5 0 8 6 1
10.	1 2 5 9 6 1	0 7 9 6 2 5	9 8 4 1 0 5

1.	7 0 6	4 0 9	6 5 7
2.	9 4 8	8 3 4	6 3 1
3.	9 3 2 4	9 2 1 0	4 3 9 1
4.	5 4 8 2	7 9 3 1	0 8 2 4
5.	6 9 2 8 1	5 8 1 2 6	8 6 3 1 0
6.	7 5 2 0 9	1 3 1 0 3	3 2 8 0 2
7.	5 1 6 9 7 2	0 5 3 2 1 4	6 3 4 9 0 2
8.	5 2 3 8 9 2	8 9 7 3 9 6	6 4 1 9 5 3
9.	0 0 9 8 4 4 2	3 3 9 9 5 5 6	7 9 3 9 9 3
10.	8 6 2 9 7 8 1	0 1 1 0 7 0 1	3 1 2 7 1 0 8

1.	3 1 9 7	1 6 0 1	1 8 3 8
2.	0 3 1 3 1	0 7 3 2 3	5 6 6 0 1
3.	3 9 6 7 9 8	2 3 5 5 3 1	9 8 2 7 4 6
4.	1 9 7 5 6 1 1 0	4 5 3 5 2 7 8	4 0 3 8 2 0 3

SELECTING THE LARGEST NUMBER P I

INSTRUCTIONS: "I will read a list of numbers and then pause. You are to tell me the largest number of the group."

1. 5 8 2 4
2. 6 1 9 8
3. 3 7 6 2
4. 1 5 4 0
5. 5 7 6 3
6. 5 1 6 0 4
7. 8 9 2 5 1
8. 2 8 1 7 3
9. 4 3 5 6 8
10. 6 0 4 5 3
11. 0 5 7 6 3 4
12. 5 1 3 8 7 2
13. 4 2 0 3 1 2
14. 0 2 5 3 6 1
15. 6 3 1 9 3 5
16. 2 1 4 3 8 1 7
17. 7 4 2 6 5 4 3
18. 4 1 6 5 4 3 2
19. 3 9 8 7 6 3 4
20. 0 4 1 5 2 1 3
21. 10 9 12 16 11 7 19 14
22. 1 0 13 2 14 3 18 5
23. 13 18 15 14 16 11 0 15
24. 11 20 14 12 13 18 6 9
25. 16 12 10 14 5 3 11 7

INSTRUCTIONS: Read the list of numbers to the children and ask them to select a specific one. As:

1.	8-5-4-3-8	Which was the fourth number?
2.	13-4-23-2-8	Which was the smallest number?
3.	48-8-3-6	Which number is closest to the sum of 5+4?
4.	5-9-4-2-7	Which was the 3rd number?
5.	8-6-3-2-9	Which was the closest to 10?
6.	6-7-3-4-5	Which was the smallest number?
7.	2-9-5-0-3	Which number is first?
8.	1-5-9-6-8	Which number is the 4th number?
9.	3-7-9-4-8	Which number is closest to six?
10.	1-3-5-2-9	Which number is the even number?

Variation: Can be done with a series of letters or words.

Give directions only once and after the numbers are read.

Other types of lists may be used.

Give enough exercises so that the child can see that it is difficult to answer if he does not know for what information he is listening.

Repeat, asking the question or giving the direction before the list is read, so that now the child can see that he is able to answer correctly almost every time.

LISTENING FOR DETAILS

I

The teacher will say some things and then ask the children to tell her what she has said. The children will respond after the teacher states a complete thought.

1. Mary lives at 339 North Pine Street. What is Mary's address?
2. My brother, George, forgot his locker combination, but the principal told him it was 6-6-4-3-8. Can you say it?
3. My Uncle Nathan called us and said that he would be on flight 306 from New York, arriving at 8 o'clock. We discovered later that he changed to flight 719. What flight did Uncle Nathan say he would be on? What flight did he actually arrive on?
4. When I checked with Information they told me that Lois's telephone number was 945-7203. Now I can call her. What is her number?
5. Sam went to the police station to register his bicycle. The policeman told him to go up to the third floor and ask for form 723-A. When he got up there, he tried to remember what form he was supposed to get. What form should he have asked for?
6. Father told me if I ever got lost uptown, to take bus 5391 home. What bus am I supposed to ride?
7. When we go to lunch, we must line up. Our line up order is: Nancy, Jola, Mike, Helen and Bradley. In what order do we line up?
8. Everyone in the armed service has a number. My brother's number is 100759. What is my borther's number?
9. When we went to the football game, my dad told us not to get lost. We were to remember that we were sitting in Section 12, Row 5, seat 7. I told dad I'd remember so he let me go buy a hot dog. Where were we setting?

Read a fairy story like "The Gingerbread Boy." Have the children listen and say the Following: When you hear, woman say "Oh, dear."

man	"I'm hungry"
run,ran	slap your legs
cow	"moo, moo"
pig	"oink"
fox	"bark, bark"

Other stories that might be used: The Little Red Hen
The Three Little Pigs
The Three Billy Goats Gruff
Goldilocks and the Three Bears

Listen carefully and tell how the meaning of each sentence is different, Substitute the word at the end for the underlined word.

1. She rolled away from us in the boat. rowed
2. We heard she saved his life at the pool. wife
3. She'd be surprised if Tommy's friend run. won
4. After my dog, Spot, slept on the bed, Mother sold the spread. sewed
5. She went into the fabric store to feel the material. steal
6. What was it that Betty told you? sold
7. Sally, would you come back here and tell me what Jack said? read
8. The round wire is on the school. ground
9. Mr. James is a hunter and is proud of his kills. skills
10. She felt the coins and found that they were gold. cold
11. Phil said it's hard to shoe the horse. shoot
12. Dad said he was going to buy a sheep. sheet
13. Mother said, "Don't crease your suit. grease
14. You are looking at a gyp. chip

WHAT DOES THE SPEAKER WANT? I

1. Tom, I'm listening to the news and I can't do that when you're talking and making noise.
2. Dana, I see that your bed isn't made. Who do you think will make it?
3. Jerry, if you can't mind the rules I'm not going to play.
4. Carl, the phone's ringing. I can't answer it because I'm feeding the baby.
5. Mary, you were late yesterday for swimming class because you were fooling around. It looks like you're going to be late again.
6. Hey John, the movie, "The Legend of the Long Ranger" is playing at the Northgate Mall. Martin said it's really groovy.
7. Susie, don't twirl the baton in the living room. You might break something.
8. Martha, if you handle the glasses that way, they'll break.
9. Jane, it's snowing outside. You'll freeze if you go out like that.
10. Sam your cat looks hungry. It's getting about his dinner time.

LISTENING FOR THE MAIN IDEA I

Procedure:

1. Students listen to someone tell about his occupation or favorite avocation. In the discussion following, children are led in determining the person's occupation or avocation. They may draw a picture of this person engaged in this activity and make up titles for it.
2. Students listen to a story and try to tell in as few words as possible what the story was about, after an adequate time for discussion. This main idea should be presented in a simple sentence.
3. A poem or story is read to the group. They select a title for it after time for discussion. Compare their titles with the poet's or author's.

Read the following ads to the pupils and have them decide what is being advertised.

1. A silly millimeter longer than the 100's.
But wait 'til you task it...
It's one better.

---

2. And it says so right on the label.
But when you see it in a bowl, you may not count that many. What you can't see are the "Invisible Vegetables."

---

3. They're simmered out of sight,
deep down into the heart.

---

4. Safety helps give both men and women up to 3½ days of positive protection - helps banish all perspiration problems! Apply only twice weekly at bedtime and stay desert-dry.

---

5. Wash it. Tumble dry. Wear it. That's all. Fine broadcloth of Dacron polyester and cotton. "Sanforized-Plus." In white, stripes, other solids, too. French cuffs. $7.00.

I'm a Pepper, You're a Pepper, Wouldn't you like to be a Pepper too? (Dr. Pepper)

It's Gr-r-r-reat! (Frosted Flakes)

Don't leave home without it. (American Express)

Reach out! Reach out! And touch someone. (Bell Telephone)

Where America Shops. (Sears)

Two big patties on a sesame seed bun. (McDonald's)

DO YOU KNOW THESE BOOKS? I

Put these titles on the board: "The Magic Tunnel", "The Janitor's Girl:, "Escape from Warsaw", "27 Cats Next Door", "Fighting Prince of Donegal".

Tell the students that a very short summary of these books will be read to them. After all the summaries have been read, the students, upon the teacher's repetition of the title, should tell (repeat) the items that were mentioned about each book. This exervise could be done orally or as a written exercise.

The Janitor's Girl: Frieda Frieman. Illustrated by Mary Stevens. Originally published by Morrow. 128 pp. For good 4th, most 5th and all 6th grade readers. About: Likeable Sue, who lives in New York City apartment house, and whose values are tested in the new relationships she makes as the janitor's daughter.

Fighting Prince of Donegal: Robert T. Reilly. Originally published by Bruce Publishing as Red Hugh, Prince of Donegal. 224 pp. About: The adventures of Red Hugh O'Donnell, fifteen year old son of an Irish clan leader, who fought to free Ireland from English domination during the Middle Ages.

Escape from Warsaw: Ian Serraillier. Originally published by Criterion as The Silver Sword. 224 pp. List: C. Contents: The moving story (Fiction, but based on factual accounts) of three Polish children and their experiences in Europe during World War II.

The Magic Tunnel: A Story of Old New York - Caroline D. Emerson. Illustrated by Jerry Robinson. Originally published by Stokesn. 128 pp. About: Sarah and John, who are magically carried back to the New York City of three hundred years ago.

27 Cats Next Door: Anita Feagles. Illustrated by Baron Storey. Originally published by Young Scott Books. 128 pp. About: A young boy who befriends the lonely lady next door, owner of 27 stray cats. When the town tries to compel her to get rid of the cats, Jim decides to help her, despite the opposition of everyone including his parents.

REMEMBERING THE STORY I

The teacher tells or reads a rather short story to the children.

Then these questions are asked:

STORY

The boy ran into the room and called out to his mother, "See the new cap that father gave me." His mother said, "That is the best possible gift for a November birthday."

What did the boy do?

What did he have?

Who gave him the gift?

When was his birthday?

TITLE ME! I

Read the following story to the students and have them decide what a good title would be. "I dragged myself out of bed this morning and went to face my egg. It was lying on the plate, staring at me. The marshmallows in the cocoa looked like two smeared eyes. And that poor wrinkled bacon within the soggy toast. Do you know what day it was? Monday, and I had those Monday blues.

The sky darkens and hangs in heavy clusters of clouds as the wind tosses trees, and leaves rattle down the street. Suddenly sharp slivers of lightening illuminate the cold gray buildings; echoes of thunder mingle with the sound of traffic. While the hot wet smell of rain stems up from the pavement, a lady races for shelter, covering her hat with a newspaper. And laughing children wade barefoot in puddles along the curb.

DETAILED ANNOUNCEMENTS I

Purpose: To listen for details in announcements

Players: Class

Materials: Paper and pencil for each player

Directions: The teacher gives these directions: On line 1 of your paper write the word Who. Below this, write What. On line 3 write What. On line 4 write When, and under that write Where. Now listen carefully while I read the announcement." After the teacher has read the announcement, each player writes the correct information after each word on his paper.

Announcement:

Science room, Room 13. The meeting will start at 3:00 and it will be over at 3:30. All people interested in becoming members, please contact any science club member today.

The Band Booster Club will sponsor a bake sale on the south side of the Carrollton square in front of Irene's Dress Shop on March 25, 1972. The sale will begin at 9:00 A.M. so buy your cakes early.

There will be a Get-Acquainted Dance held in the gym of Saturday night July 23, 1972. Dancing will start at 8:00 P.M. The dance is sponsored by the 8th graders and the King Men Four will provide the music. So come one and all.

FACT OR OPINION

In today's society many people gather their information about current events through the TV and radio media. One needs to be a critical listener, separating fact from opinion. People can be easily influenced by an effective speaker.

Activity 1

The teacher will read the stories. At the end of each story, the student will make a list of facts and a list of opinions.

P I

The teacher will read some statements. The children will identify the statement as a fact or an opinion.

1. The Chicago Cubs are the best baseball team in the Major Leagues. (opinion)
2. The name of our school is _____. (Teacher fills in name.) (fact)
3. The most delicious flavor of ice cream is chocolate. (opinion)
4. To play basketball, you need a pair of Addidas, a uniform, a referee, a basketball, and a hoop. (opinion)
5. The Jackson Five are the best singing group in our country. (opinion)
6. Roller Coaster rides are the most fun at carnivals. (opinion)

PI

During World War I, the Germans developed dirigibles which were large airships made out of fabric coverings stretched over aluminum frames and filled with hydrogen gas. They could fly higher and were capable of carrying more bombs than airplanes. In 1915, the Germans dropped bombs on London. Airplanes were developed that could fly 12 to 15 thousand feet. Anti-aircraft guns were built which shot higher in the air. Heavy winds and bad weather did more damage to the dirigibles than the guns. The Germans gave up using the dirigibles as bombers.

I

Copper is a soft reddish colored metal which carries electricity well. In it's rough natural condition, it was used by prehistoric man. Copper tools were too soft for many jobs. Copper and tin was called bronze and made better tools.

I

Conquered and controlled colonies of Great Britain directed a vast trade. After 1947 Britain was giving independence to many colonies. As a result wars broke out between religious groups. Pakistan was formed and later divided into a western and eastern section. Bangladesh was formed when the eastern section rebelled.

I

Giant temples, built by Egyptian pharaohs to glorify themselves. Two statues fifty five feet high, mournful sounds being heard caused workmen to fill the cracks. As the sides of the cracks rubbed against each other and expanded in the morning sun, mournful sounds were heard.

I

Have you ever heard of Valentine's Day? Many people do not know who St. Valentine was. Historians are not exactly sure who he was. According to the legend, St. Valentine was put in prison for aiding the early Christians. The emperor of Rome, Claudius had issued an order that Roman men should not marry because he assumed that married men made poor soldiers. Ignoring Claudius' order, Valentine encouraged Romans to wed secretly in the underground Christian Church. As punishment for this crime he was put in prison and beheaded on Feb. 14.

I

Would you like to live in space? What would it be like? You may find out in the future. The National Aeronautics Space Administration have projected a fascinating plan for a space colony located at "L-sub-5", one of two equilibrium places in which an object traveling the right path and speed can orbit around the earth forever. Workers could create a new world for humans in space by taking advantage of materials from the moon and the moon's weaker gravity. There is a belief among some scientists that someday thousands of self-sufficient space colonies will dot the solar system and billions of people will live in them.

GENERALIZATION (conclusion extended beyond the situation for which you have complete evidence.)

Teacher: I'm going to give you some definite information, and following each, I'm going to read two generalizations about the topic. One will be reasonable and the other will not. Not all generalizations are completely reasonable or completely unreasonable. If neither is sensible, say so.

Assignment: Find the one that is reasonable.

Last week, I saw Jim kick over two open cans of paint on the school playground.

a. Jim is a poor student.

(b.) Jim is destructive.

Nancy and Mike both come from St. Louis, and both sing with a Jazz band.

a. I guess people in St. Louis must really like music.

b. Everyone in St. Louis must sing well.

(Neither is good for generalization, not enough information provided.)

I went to the dog show and I didn't hear any of the Golden Retrievers bark.

(a.) Golden Retrievers must be calm dogs.

b. Golden Retrievers must not have any voice and are unable to bark.

Jeanne's dad went to lunch three times last week and he had a chocolate shake each time.

a. I'll bet he doesn't drink coffee.

(b.) He'll probably have a milk shake for lunch tomorrow.

Generalization (continued)

Gwen has been at every circus for the last four years.

(a.) I'll bet that she'll be at next year's circus.

b. She probably couldn't find a movie she liked in town when the circus was in town.

Last week I asked Jolene where my pencil was, but she said she hadn't taken it. That was a lie, since I saw her take it. She lied to Jim about his coat and to Susan about breaking her crayons.

a. I'll bet everyone in her home lies.

(b.) You might as well not ask Jolene about what's missing, because she'll lie about it.

I've watched Brad and Barry playing practice basketball together last week. Brad lost each practice.

a. I'll bet Brad is really looking forward to the basketball playoffs.

(b.) Barry will probably beat Brad in the tryouts, and make the team.

SAME OR DIFFERENT P I

INSTRUCTIONS: "I will read two words. You are to tell me whether or not that they are exactly the same word. All you do is answer YES or NO."

1.	ham - him	sum - sum	bet - but
2.	ball - bell	quill - quilt	bank - bank
3.	can - can	sale - sell	band - band
4.	rod - rid	red - ride	call - call
5.	tim - tam	fizz - fuzz	kiss- kick
6.	rack - rock	bet - bit	bean - bean
7.	haw - haw	see - seem	fancy - fancy
8.	tea - team	dad - dad	float - flock
9.	cry - cried	mad - mud	tart - tar
10.	pat - past	dip - dip	knight - light
11.	floor - floor	fall - fell	loose - loose
12.	fad - fed	tip - top	mind - mind

1.	clip - clip	rat - rut	nut - hut
2.	sat - set	tam - tam	penny - penny
3.	time - times	witch - stitch	plates - planes
4.	suds - suds	less - less	jacks - jacks
5.	cone - cane	care - car	luck - luck
6.	tall - tell	stop - step	bone - bone
7.	space - space	ton - tongue	open - over
8.	cap - cup	trap - trip	chime - dime
9.	pick - picked	limb - limb	flint - mint
10.	snow - snow	stone - stone	blaze - blaze
11.	fine - fined	locked - lock	poodle - poodle
12.	seal - seal	lap - clap	price - price

SAME OR DIFFERENT

"I will read two words, you are to tell me whether or not they are exactly the same word. All you do is answer YES or NO."

1.	rip - rip	pat - tap	gug - gug
2.	hug - hut	no - no	nag - nag
3.	pen - pit	log - lot	tab - tag
4.	was - was	sit - sat	Bob - Dodd
5.	peg - beg	son- son	dad - dad
6.	get - get	had - fad	safe - faith
7.	top - hop	van - fan	took - took
8.	tug - tug	zip - zip	tip - pet
9.	sun - sun	sig - ship	sick - thick
10.	mat - bat	bob - rob	hit - tick
11.	lad - lad	got - got	seen - seem
12.	man - ran	ace - ate	car - tar

1.	tap - pat	wet - met	these - sees
2.	dad - dad	wag - wag	thigh - sigh
3.	on - one	off - off	doll - dot
4.	pig - big	dot - hot	wall - wall
5.	pen - pen	lit - let	with - wish
6.	jet - jet	thy - fry	ran - ran
7.	saw - law	jam - jam	come - calm
8.	box - box	ill - eel	more - nor
9.	bed - bed	ant - ant	shine - sign
10.	nap - nap	set - wet	cuff - cuff
11.	net - ten	and - an	peek - peep
12.	lap - pal	jar - far	pops - pops

SAME OR DIFFERENT

"I will read two words. You are to tell me whether or not they are exactly the same word. All you do is answer YES or NO."

1.	pans - cans	zoo - shoe	rope - rode
2.	fan - than	listen - listen	leg - let
3.	math - math	saber - safer	tie - type
4.	mole - mall	switch - swish	pint - pine
5.	pat - pet	can - cap	tooth - toot
6.	plum - plum	man - map	hip - ship
7.	buff - bus	lamp - lamp	glass - glass
8.	put - push	car - cart	fly - flying
9.	cups - cubs	ten - tent	wags - wagon
10.	reach - reach	flag - rag	clamp - tramp
11.	bird - berg	days - days	wire - tire
12.	sheet - sheep	top - mop	nose - note

1.	lamb - lamp	hen - then	bean - Ben
2.	wit - wit	ear - near	spoon - June
3.	bath - bathe	hand - land	fork - ford
4.	threw - shrew	dog - doll	cups - cuts
5.	must - must	gold - gold	cheese - cheese
6.	slacks - slacks	eats - camps	show - shown
7.	cats - cuts	fall - fall	tree - treed
8.	spot - stop	gun - gum	watch - watt
9.	much - must	bird - birch	horn - horn
10.	each - east	nail - sail	time - tame
11.	speak - speak	hurry - her	bat - bath
12.	tuck - tack	bush - bush	pig - wig

HEARING WORDS THAT ARE ALIKE

INSTRUCTIONS: "I will read a list of four words and pause. You are to tell me the two words that are the same or just alike."

1.	map	man	map	me
2.	cold	old	fold	cold
3.	sit	sit	sat	sad
4.	that	this	that	the
5.	den	bag	pen	den
6.	lid	had	hid	hid
7.	lot	top	lot	let
8.	sun	run	fun	sun
9.	frog	song	long	frog
10.	ran	can	ran	pan
11.	rat	hat	mat	hat
12.	fun	sun	fit	fun
13.	pin	pig	pin	tin
14.	lug	rug	rug	rag
15.	step	stop	hop	stop
16.	bid	back	bid	hid
17.	not	net	pet	net
18.	had	hat	has	has
19.	gold	gun	bun	gun
20.	set	set	met	see

21.	bill	band	bill	pill
22.	bone	bold	cold	bold
23.	like	let	get	let
24.	hand	hand	sand	have
25.	bit	bag	bit	wit
26.	keg	peg	peg	wig
27.	got	got	gone	pot
28.	salve	have	hive	have
29	moon	moo	moon	spoon
30.	fox	rocks	fat	fox

(Now we will use a 5 word pattern)

31.	rat	hat	mat	sat	hat
32.	was	has	was	son	gun
33.	of	to	do	to	or
34.	bet	jet	get	pet	get
35.	beg	big	bug	bag	beg
36.	pet	pit	pit	bit	tip
37.	top	tap	top	pot	pat
38.	pad	bad	dad	dad	dab
39.	mix	fix	mix	six	fox
40.	rib	red	sub	rub	red

LIKE AND DIFFERENT P I

Directions: "I will say several words and pause. You are to listen for, and repeat the one word that I say that is different."

1.	foot	foot	foot	shoe		
2.	keep	keep	give	keep		
3.	plate	plate	plate	dish		
4.	dirt	ground	dirt	dirt		
5.	roar	roar	growl	roar		
6.	may	play	play	play		
7.	sky	cloud	sky	sky		
8.	chair	chair	chair	couch		
9.	run	race	race	race		
10.	car	car	cart	car		
11.	skirt	skirt	skirt	skirt	shirt	
12.	throw	catch	throw	throw	throw	
13.	clamp	camp	camp	camp	camp	
14.	ducks	dock	ducks	ducks	ducks	
15.	flower	flower	flower	flower	shower	
16.	basket	basket	basket	biscuit	basket	
17.	punch	punch	punch	punch	pounce	
18.	banker	baker	baker	baker	baker	
19.	shawl	shawl	shawl	shawl	shall	shawl
20.	jelly	jelly	jolly	jelly	jelly	jelly
21.	pillow	pillow	pillow	willow	pillow	pillow
22.	dance	prance	dance	dance	dance	dance
23.	waves	waves	wails	waves	waves	waves
24.	forward	onward	onward	onward	onward	onward
25.	march	march	march	parch	march	march
26.	ranch	ranch	branch	ranch	ranch	ranch
27.	sleep	sleep	sleep	steep	sleep	sleep

LIKE AND DIFFERENT P I

INSTRUCTIONS: "I will say a list of words and then pause. You are to listen and select the word that is different from the others."

1.	go	go	stand	go	go	
2.	hop	hard	hard	hard	hard	
3.	sing	sing	sing	laugh	sing	
4.	please	clap	please	please	please	
5.	cry	cry	scratch	cry	cry	
6.	bark	bark	bark	sing	bark	
7.	stamp	rug	rug	rug	rug	
8.	click	snore	click	click	click	
9.	melt	melt	melt	smile	melt	
0.	snip	sneeze	snip	snip	snip	
11.	talk	walk	walk	walk	walk	
12.	shave	shave	shave	shake	shave	
13.	steal	steal	kneel	steal	steal	steal
14.	weep	creep	creep	creep	creep	creep
15.	peep	peep	peep	sweep	peep	peep
16.	bake	rake	bake	bake	bake	bake
17.	scoff	scoff	scoff	scoff	scoff	cough
18.	wiggle	giggle	wiggle	wiggle	wiggle	wiggle
19.	shock	knock	shock	shock	shock	shock
20.	park	park	park	park	bark	park
21.	growl	prowl	prowl	prowl	prowl	prowl
22.	boot	boot	hoot	boot	boot	boot
23.	cobble	gobble	cobble	cobble	cobble	cobble
24.	rubs	rubs	shrubs	rubs	rubs	rubs
25.	clack	clack	clack	clack	clack	smack
26.	fiddle	fiddle	fiddle	twiddle	fiddle	fiddle
27.	spark	spark	spark	spark	shark	spark

ARE THE SENTENCES JUST ALIKE P I

INSTRUCTIONS: "I will read two sentences. You are to listen and tell me if the two sentences are just alike."

1. Are you happy. Are you happy?
2. He will run fast. Will he run fast?
3. Has mother cooked my dinner? Mother has cooked my dinner.
4. Is the music teacher here? The music teacher is here.
5. Is this a good ball game? Is this a good ball game?
6. Can sunfish swim slowly? Sunfish can swim slowly.
7. All big dogs chase cats. All big dogs chase cats.
8. Does Tom have a boat? Is it Tom's boat?
9. Are you crying silently? Are you silently crying?
10. Will we fish the backwaters? Are we going to the backwater to fish?
11. Are we walking home? Are we walking home?
12. Who left the party first? Did he leave the party first?
13. Shall we gaze at the night stars? Are we gazing at the night stars?
14. Are the e mountain climbers strong? Are mountain climbers strong?
15. Where is your grandfather's farm? Where was your grandfather's farm?
16. Are girls afraid of snakes? Are snakes afraid of girls?
17. What's on the barn roof? Is it on the barn roof?
18. Can you line the bottles on the fence? Can you place the bottles on the fence?
19. Does he enter motorcycle races? Does he win motorcycle races?
20. How do you find good bargains? How do you miss good bargains?
21. Long dresses are in, are they? Long dresses are in, you say?
22. Do come and see me on Sunday. On Sunday, do come and see me.
23. Did the breezes come from the south? Are the breezes coming from the south?
24. A lilting lullaby was sung by Mary. Mary sang a lilting lullaby.
25. Sandra learned her lesson well, didn't she? The lesson was learned well by Sandra.

RECOGNIZING LIKE COLOR WORDS P

INSTRUCTIONS: "I will read a list of color words (3, 4, or 5 words). You are to listen and then tell me the two words that are just the same. In other words, which color did I name twice?"

1. red, red, blue
2. green, white, green
3. pink, black, black
4. orange, tan, orange
5. brown, green, brown
6. yellow, yellow, white
7. silver, pink, pink
8. black, red, red
9. purple, purple, pink
10. green, white, green
11. orange, yellow, orange
12. brown, brown, black
13. blue, black, blue
14. gray, tan, tan
15. silver, silver, blue, green
16. tan, yellow, yellow, gold
17. purple, red, purple, black
18. orange, orange, green, yellow
19. black, white, black, brown
20. tan, black, tan, white
21. green, violet, violet, orange, gray
22. gold, wine, white, blue, white
23. coral, yellow, coral, navy, pink
24. red, blue, purple, purple, scarlet
25. blue, silver, purple, gold, silver tan

DETECTING LIKE COLOR WORDS I

INSTRUCTIONS: "I will say five words that are the names of colors. You are to listen carefully and give the color that is named twice."

1. tan, brown, orange, blue, blue
2. black, white, black, gold, pink
3. gray, silver, silver, red, black
4. green, gold, tan, yellow, green
5. yellow, pink, tan, yellow, black
6. white, orange, green, orange, gold
7. gray, silver, red, gray, purple
8. red, tan, purple, green, tan
9. purple, pink, wine, green, pink
10. brown, gray, purple, peach, purple
11. gold, silver, gold, white, yellow, blue
12. blue, pink, gray, pink, sapphire, tan
13. gold, white, wine, turquoise, white, gold
14. gold, red, green, white, red, vermillion
15. red, tan, purple, green, tan, olive
16. gold, olive, purple, silver, olive, burgundy
17. lavender, lime, lavender, lemon, violet
18. tangerine, peach, pink, purple, peach, rose
19. blue, beige, black, beige, rose
20. tan, tangerine, turquoise, white, turquoise
21. scarlet, silver, scarlet, sapphire, sand
22. scarlet, orange, tan, scarlet, purple
23. peach, lemon, sand, silver, sand, lime
24. amber, ivory, amber, blue, black, brown
25. red, yellow, brown, red, blue, sapphire
26. sand, brown, yellow, sand, black, scarlet

REVERSE ORDER I

Choose a category (i.e. fruits, vegetables, colors).*

Colors:	Shapes:
der	erauqs
wolley	elcric
egnaro	elgnatcer
elprup	elgnairt
eulb	lavo
nworb	traeh
neerg	nogaxeh
kcalb	nogatnep

Fruits:	Vegetables:
elppa	saep
egnaro	yrelec
nomel	otatop
yrrehc	snaev
separg	ecuttel
ananab	egabbac
yrrebwarts	iloccorb
elppaenip	sugarapsa

*Teachèr is to spell the word as written. Children are to write the word in order.

START ALIKE SOUNDS

I will read a group of three words. Two of the words start with the same sound. You are to repeat or tell me the two words that start with the same sound or that start alike.

1. ball, bat, fat
2. rat, rug, bug
3. dog, hog, hat
4. pan, fab, fin
5. dig, pig, dag
6. wag, tag, wig
7. top, man, toe
8. log, leg, jig
9. bed, bud, cut
10. gun, go, hoe
11. pen, sin, pat
12. sun, flag, sit

*****

1. up, when, under
2. you, yell, jet
3. away, always, bowl
4. buck, pig, big
5. wind, blue, blow
6. luck, down, doll
7. for, park, fort
8. good, just, gold
9. have, hand, last
10. not, mat, note
11. ran, rattle, west
12. jaw, saw, salt

*****

1. fine, van, vine
2. come, cold, tree
3. he, pop, hit
4. job, jump, gone
5. help, little, letter
6. look, kite, land
7. my, man, bag
8. play, blank, pipe
9. red, nut, rain
10. dong, said, sang
11. see, heat, seat
12. the, pole, that

*****

1. thing, three, bee
2. too, fool, tool
3. mill, will, well
4. yes, yet, pet
5. am, coat, at
6. black, lack, blind
7. call, wall, could
8. fast, fat, jello
9. Joe, going, goes
10. who, when, well
11. stoop, then, standing
12. brown, brow, down

*****

BEGIN ALIKE WORDS

Three words in a line begin the same: one word is different. The instructor will read a group of four words, the student is to choose the one word that is DIFFERENT.

1. top, tail, can, team
2. land, sail, see, sand
3. fish, fun, foe, tree
4. hat, comb, horse, heel
5. bat, bed, by, cool
6. zoo, cat, zip, zero
7. ant, apple, ax, bum
8. fat, cat, call, come
9. jack, jail, kite, join
10. man, nose, mail, me
11. please, point, it, pretty
12. rabbit, ripple, do, run

*****

1. face, file, friend, thumb
2. cat, said, sing, sew
3. put, but, pat, pal
4. window, tape, will, won
5. yes, vote, yellow, yo-yo
6. sign, time, sale, sit
7. ox, odd, on, end
8. lip, tip, lap, love
9. kind, might, may, more
10. ump, up, ape, us
11. join, cow, catch, cork
12. zip, sit, zoo, zebra

*****

1. bat, when, why, what
2. dum, doe, see, do
3. feather, lip, loose, lung
4. yours, has, yes, yellow
5. sand, vine, very, violet
6. goat, nag, gum, green
7. nice, noise, never, is
8. queer, rose, quack, quake
9. time, lie, let, lay
10. worse, fed, wise, window
11. cool, cry, couch, house
12. dip, sand, dry, do

*****

1. nut, dry, noose, nose
2. ball, bell, bind, dip
3. felt, vine, very, valentine
4. bite, jewel, joke, jerk
5. rut, clown, clip, clap
6. ax, apple, ant, bat
7. quiz, pull, quilt, quote
8. go, ham, guy, girl
9. rob, rich, down, rod
10. bell, doll, dell, dull
11. soap, toad, sip, sap
12. bet, it, Indian, itch

*****

BEGINNING SOUNDS

"I will read a list of color words and then pause. You are to listen carefully and then tell me the two colors that start with the same sound."

1. black, yellow, blue, tan, gray
2. green, orange, purple, gray, white
3. silver, tan, gold, red, turquoise
4. red, rose, violet, ivory, pink
5. peach, umber, brown, sand, beige
6. olive, yellow, lime, violet, lemon
7. pink, blue, gray, peach, tan
8. black, scarlet, ocra, turquoise, silver
9. violet, beige, orange, umber, vermilion
10. orange,coral, olive, wine, sapphire

11. blue, avacodo, beige, violet, lime
12. white, umber, olive, purple, orange
13. blue, lime, lavender, gold, ivory
14. sapphire, brown, gray, sand, pink
15. olive, black, lavender, yellow, ocra

16. brown, puce, black, ocra, silver
17. tangerine, gold, purple, vermilion, tan
18. umber, purple, black, rose, puce
19. ocra, coral, peach, gold, gray
20. coral, rose, cream, lavender, yellow

"I will read the name of an animal, then pause; then read the name of three more animals. You are to tell me the name of the animal that starts like the first word I read."

1. pig, dog, pigeon, rabbit
2. bear, camel, mule, beaver
3. fish, wolf, fox, coyote
4. mouse, mole, turkey, elephant
5. deer, raccoon, horse, donkey
6. cow, puppy, cat, monkey
7. seal, eel, canary, seagull
8. turtle, tiger, duck, crocodile
9. lion, mocking-bird, cub, leopard
10. rabbit, thrush, robin, wolf
11. horse, owls, puffin, hawk
12. wolf, worm, rodent, calf
13. octopus, firefly, opossum, anglefish
14. jackel, chicks, jaybird, tadpole
15. eagle, eel, hamster, ocelot
16. anteater, beaver, alligator, crawfish
17. goat, lizard, condor, gopher
18. newt, mink, nightingale, caterpillar
19. chick, cheetah, shark, jaybird
20. shark, quail, chigger, sheep
21. whelk, rats, whale, partridge

LISTENING FOR BEGINNING SOUNDS P

I will read a list of words. You are to listen and give the appropriate signal (raise hand, lay down a marker, flash the signal light, etc) each time you hear a word that starts with the sound I have given you.

(T - K)

to ... come ... can ... take ... tar ... cold ...

cook ... tent ... tab ... tree ... cup ... camps ...

tide ... tooth ... cave ... cover ... tan ... team ...

tame ... tack ... cube ... call ... tear ... candy ...

tub ... cake ... king ... two ... care ... team ...

Tod ... Carl ... trade ... camel ... cup ... tire ...

temple ... crash ... crawl ... timber ... table ... comet ...

t = 22, k = 19

(P - B)

pan ... bar ... pat ... bear ... bib ... bun ... pot ...

bet ... bead ... pet ... boat ... put ... pole ... bag ...

back ... punt ... pant ... bell ... book ... pail ... bee ...

Bob ... bed ... bump ... park ... peep ... bullet ... pick ...

pocket ... bread ... branch ... pain ... prop ... pond ...

bundle ... paper ... pipe ... blacksmith ... princess ...

p = 20, b = 21

(N, L, M)

name ... lane ... mark ... loose ... nut ... move ... land ...

nice ... nice ... news ... lump ... lace ... much ...

notice ... lunch ... numbers ... many ... nose ... large ...

mad ... lot ... notch ... luck ... mother ... net ... love ...

needle ... lever ... Monday ... locket ... moving ... loop ...

noodle ... marching ... leaving ... month ... mature ... nod ...

n = 13, l = 14, m = 11

(G, F, V)

gun ... valley ... very ... fun ... fat ... glove ... goose ...

goat ... vote ... vent ... front ... gang ... vinegar ...

foot ... finding ... vine ... fine ... going ... guest ...

fringe ... vile ... group ... fumble ... vacate ... funnel ...

gun ... fish ... veal ... fawn ... faint ... gates ...

flat ... gander ... gold ... visit ... fancy ... great ... go ...

flames ... gown ... vane ... velvet ... fingers ...

(D, H, J, Y) g = 15, f - 16, v = 12

youth ... happy ... dad ... young ... Jack ... jello ...

yield ... day ... hump ... yellow ... hand ... hill ... dog ...

jump ... hemp ... year ... dance ... jelly ... jeep ...

you ... just ... yes ... joy ... dress ... Jan ... had ...

yet ... dust ... join ... hit ... jolly ... damp ... jail ...

jail ... hop ... ducks ... doing ... jet ... him ... doll ...

your ... janitor ... harp ... dong ... yourself ... handy ...

dove ... hurry ... juice ... dark ... heads ... June

(R, S, W, Z) d = 14, h = 13, j = 16, y = 10

rail ... sip ... wind ... zoo ... sat ... ran ... zing ...

roll ... wait ... zero ... sand ... ring ... wash ... wink ...

race ... rusty ... zest ... wall ... sock ... rattle ...

wish ... weep ... snake ... would ... will ... sold ...

river ... wand ... zulu ... simple ... zone ... saddle ...

rover ... wag ... willow ... willow ... wool ... snap ... we ...

r = 9, s = 9, w = 11, z = 6

I will read a list of words. You are to listen and give the appropriate signal each time you hear a word that starts with the blend sound I have given you.

(CH - SH)

chair ... shoes ... sheet ... chin ... shop ... chalk ...

cheese ... shot ... shine ... shirt ... check ... ship ...

chain ... chick ... shore ... chip ... shoot ... share ...

child ... chase ... shun ... shark ... chunk ... shave ...

cheat ... shank ... shape ... shallow ... china ... shake ...

shock ... chase ... change ... shadow ... children ... shed ...

ch = 16, sh = 19

(Th - FR)

thank ... from ... thin ... thumb ... frank ... that ...

fresh ... frame ... throw ... frail ... this ... fret ...

Friday ... Thursday ... these ... front ... free ... Fred ...

thump ... thread ... fry ... friend ... freeze ... those ...

things ... thankful ... frog ... frozen ... throne ...

freedom ... frisky ... thrush ... freak ... finish ... them ...

th = 16, fr = 18

(SW - STR)

string ... sweet ... strap ... strike ... swing ... sweeten ...

sweater ... strap ... strong ... swallow ... swell ...

strip ... swerve ... streams ... swat ... strum ... swill ...

streamer ... swag ... stretch ... swarm ... strike ...

swoon ... stranger ... strict ... sway ... Sweden ... stroll ...

swan ... strutting ... streamers ... swollen ... struggle ...

sw = 16, str = 16

HEARING WORDS THAT START ALIKE ?

I will say the first word, then pause for about two seconds, and then read three more words. You are to tell me the word that starts like the first word.

1.	map,	man, go, him	19.	van,	vine, star, will
2.	pop,	tip, pet,say	20.	wet,	net, bone, wind
3.	look,	not, cut, like	21.	you,	lip, hoe, yet
4.	hall,	hop, zoo, did	22.	zip,	tide, zoo, fall
5.	box,	sad, hope, bad	23.	pack,	pad, band, king
6.	doll,	Tom, dot, row	24.	let,	quail, bead, led
7.	nest,	time, boy, net	25.	hat,	seal, whip, home
8.	get,	game, hot, kid	26.	bell,	dove, belt, shop
9.	vest,	bowl, van, sap	27.	dog,	doll, pig, mule
10.	ten,	bent, tent, man	28.	none,	can, new, pin
11.	cold,	live, foot, comb	29.	go,	rain, sand, gave
12.	run,	ring, none, wing	30.	very,	way, vane, cart
13.	no,	gone, men, name	31.	tap,	tail, long, mail
14.	jump,	land, pole, joy	32.	can,	dad, cup, band
15.	fan,	hump, fat, tall	33.	rat,	roll, fork, some
16.	king,	kite, gate, Dan	34.	jar,	your, jug, bold
17.	quill,	give, queen, back	35.	foot,	sold, let, fin
18.	sun,	zone, soup, bats	36.	kind,	wink, kill, voice
			37.	sit,	sand, cow, hand
			38.	vote,	duck, mill, vent
			39.	will,	want, took, toys
			40.	made,	wand, milk, gun

BEGINNING SOUNDS

I will say a sound, then I will read a list of names. You are to give me the name that starts like the sound I gave you.

"B" Don, Kim, Bill, Jan, Burt, Ned, Buddy, Doug, Carol, Cindy, Dale, Bret

"D" Albert, Connie, Harry, David, Donald, Nan, Opal, April, Tommy, Dick, Charles, Zane, Junior, June, Dawn, Bart

"M" Velma, Nancy, Louis, Marilyn, Ann, Kathy, Mary, Oliver, Robert, Martha, Tilly, Nathan, Marvin, Sidney, Tony, Stella

"P" Dixie, Pearl, Gerry, Diana, Pat, Johnny, Ira, Tanya, May, Velma, Paul, Gail, Dana, Vance, Georgia, Pauline

"K" Carl, Orville, Marie, Eric, Julie, Donna, Chris, Earl, Opal, Connie, Joyce, Darrell, Conrad, Porter, Drake, Sumner

"F" Ethel, Darcy, Sonja, Francis, Cindy, Frank, Dolly, Karen, David, Ruth, Fay, Wilma, Molly, Joe, Thelma, Freda

"G" Gail, Troy, Andy, Donald, Meta, Vernis, Curt, Golda, Harry, Greta, Anna, Gena, Gloria, Bruce, Dwight, Cecil

"R" Vera, Randy, Tony, Arthur, Wally, Nedra, Lonnie, Bradley, Ray, Lee, Garrett, Drake, Reuben, Colleen, Terry, Emily, Patty, Lola, Watt, Roland

"L" Julie, Alan, Eric, Leland, Mark, Lisa, Chris, Joseph, Dennis, Timmy, Todd, Burton, Nelly, Lulu, Margaret, Morey, Leonard, George, Theodore, Josephine

"SH" Candy, Bonnie, William, Shirley, Joel, Duke, Sharon, Maybelle, Charles, Chester, Perry, Dotty, Shela, Dutch, Wilt, Tracy, Francine, Gayle, Travis, Shorty

DETECTING THE WORD THAT DOESN'T BELONG P

I will read a list of four words, then pause. You are to tell me the one word that does not start like the other words.

1.	top	tail	can	team
2.	land	sail	sea	sand
3.	fish	fun	foe	tree
4.	hat	comb	heel	horse
5.	bat	bed	buy	coal
6.	zoo	cat	zip	zero
7.	and	apple	axe	bump
8.	fat	cat	call	come
9.	jack	jail	kite	join
10.	man	nose	mail	me

1.	pole	point	it	post
2.	do	run	rabbit	ripple
3.	bat	where	why	when
4.	done	doe	see	do
5.	lip	loose	lung	fall
6.	yes	has	yours	yellow
7.	sand	vine	very	violet
8.	goat	nag	gun	gang
9.	nice	noise	never	its
10.	queer	rose	quack	quake

1.	worse	lie	let	lay
2.	time	worth	wise	window
3.	cool	coke	couch	house
4.	crane	dig	crack	cried
5.	dip	sand	day	dong
6.	mine	sassy	sole	silly
7.	face	file	funny	thumb
8.	cat	said	sing	song
9.	put	bat	pals	Patty
10.	wind	tape	wide	win

1.	yes	vote	yard	yo-yo
2.	sight	tide	sale	sing
3.	oxen	odd	olive	end
4.	lips	tip	lap	love
5.	kind	might	may	more
6.	under	upper	apes	us
7.	join	cow	catch	cork
8.	zipper	sitter	zoos	zebras
9.	hill	will	hall	hull
10.	note	dust	nose	noose

NUMBER WORDS P

I will read a list of words, then pause. You are to listen and give me the word that is a number.

1. Four, some, that
2. Push, tank, two
3. Have, five, once
4. Six, half, soft
5. Open, fans, eight
6. Fence, tub, zero, cash
7. Wash, three, pencil, door
8. Seven, nut, window, now
9. Fly, number, flat, nine
10. Can, twenty, nail, crush
11. Lamp, hop, sixteen, fork, eyes
12. None, tongue, tacks, hear, fifteen
13. Dish, flower, spoon, ten, tents
14. Twelve, milk, water, pepper, cars
15. Once, over, chair, cow, one
16. Shirt, fourteen, rocks, socks, hair, sting
17. Pants, wagon, truck, pear, thirteen, glasses
18. Gun, wheel, nineteen, motor, beads, peach
19. Top, eighteen, happy, button, ears, sunshine
20. Star, fences, pole, drink, eleven, purple
21. Seventeen, yellow, rainbow, fish, broom, color, twice
22. Down, pillow, sailor, tramp, thirty, tame, balloon
23. Open, paper, fifty, find, zone, tools, harrow
24. Pen, suit, oval, twenty-one, signal, maps, nothing
25. Trouble, answer, over, puffed, ninety-nine, pudding, note

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NAMING ANIMALS P

I will read the name of an animal. You are to think of as many animals as you can that start with the same sound.

1. Pig (pony, puppy, parrot, porcupine, pigeon)
2. Cow (cat, camel, crocodile, condor, caterpillar)
3. Seal (snake, squirrel, swan, seahorse, salmon)
4. Deer (duck, dog, donkey, dragonfly, dove)
5. Mouse (monkey, mule, mole, mink, moth)
6. Turtle (tiger, turkey, tadpole, trout)
7. Lion (lizard, leopard, ladybug, loon, lynx)
8. Bear (bird, bee, beaver, butterfly, badger)
9. Rabbit (rat, rooster, robin, redbird, rhinocerous)
10. Horse (hamster, hen,hog, hawk, hyena, hare)
11. Goat (goose, gopher, guppy, goldfish, grasshopper)
12. Fish (fox, fawn, firefly, ferret, frog, finch)
13. Wolf (worm, walrus, weasel, willoby, wombat)
14. Octopus (opossum, oyster, ocelot, oxen, otter)
15. Eagle (eel, ewe, elephant, egret, ermine)
16. Shark (sheep, shad, shrimp, shellfish)
17. Jackel (jack rabbit, jaybird, jaguar, jellyfish)
18. Nightingale (night owl, night hawk, neut, nuthatch)
19. Whale (whelk, whitefish, whipoorwill, whiting)
20. Chick (cheetah, chipmunk, chickadee, chigger)
21. Ant (antelope, armadillo, abalone, albatross)
22. Kola bear (king fish, king crab, kangaroo, kodiac bear)

HOW MANY WORDS IN A SENTENCE P

I will read a sentence. You are to listen and then count out the same number of blocks (or plastic discs) as there are words in each sentence.

Equipment needed: 10 blocks or plastic discs for counting purposes.

1. Eat this apple. (3)
2. A snake can hiss. (4)
3. Are you happy? (3)
4. Jump down! (2)
5. Plan to be here soon. (5)
6. My book is red. (4)
7. Send for a late newspaper. (5)
8. Dan wanted a new box kite. (6)
9. The baby bird fell to the ground. (7)
10. Watch the kangaroos jump! (4)
11. Please help us rake the leaves. (6)
12. We will have a picnic in the park. (8)
13. January is one of the winter months. (7)
14. Is your birthday on Tuesday? (5)
15. Our kitchen linoleum is smooth but cold. (7)
16. All six song sparrows sang sweetly. (6)
17. Listen to the mockingbird! (4 or 5)
18. It is best to let sleeping dogs lie. (8)
19. Christmas dinner is now being served. (6)
20. Master Charles chuckles cheerfully. (4)
21. Wasteful people should go hungry! (5)
22. In the spring new leaves come out on the trees. (10)
23. We sent grandmother a birthday gift early yesterday morning. (9)

END ALIKE WORDS

I will read three words. Two of them end alike. You are to choose the two words that end alike or rhyme.

1.	cat	fat	ram
2.	pan	lad	man
3.	cat	rap	map
4.	bed	said	let
5.	cut	men	hut
6.	car	sun	far
7.	fan	lap	tan
8.	cab	rob	lab
9.	pat	hit	pit
10.	mop	hop	tie
11.	rub	rut	tub
12.	bag	took	hook

*****

	dig	big	wag
	walk	tell	talk
	cap	fool	cool
	game	gate	came
5.	Jill	pill	pain
6.	dome	door	corn
7.	kite	keep	light
8.	fork	cork	fort
9.	tramp	crane	brain
10.	sag	wig	wag
11.	tell	wall	fall
12.	tick	take	lick

*****

1.	ball	tall	time
2.	do	run	gun
3.	all	some	call
4.	dog	done	log
5.	her	sir	sore
6.	play	place	ray
7.	fig	twig	fist
8.	man	ban	band
9.	head	heed	bread
10.	hope	make	take
11.	bend	went	sent
12.	how	hill	now

1.	drum	come	bum
2.	his	hiss	miss
3.	like	two	bike
4.	weed	wide	ride
5.	chop	flop	flat
6.	sit	sing	mit
7.	care	car	jar
8.	lace	late	face
9.	ever	never	even
10.	way	sway	hate
11.	best	rest	bet
12.	held	arm	farm

I will read a group of three words. You are to listen for the vowel sounds in the middle of the words. Then you are to repeat the two words that have the same vowel sound in the middle of the word.

1. sun, cup, fat
2. rat, Leo, ran
3. pin, fin, sap
4. met, map, pet
5. made, mat, raid
6. cat, fate, rate
7. mice, pan, lice
8. feed, feet, met
9. coat, top, boat
10. fume, fuse, rag
11. trees, trim, wheeze
12. cake, ramp, stamp

*****

1. took, hook, hound
2. much, match, touch
3. nose, net, met
4. head, dead, shut
5. told, bold, canned
6. sat, huts, brad
7. game, tame, lace
8. mine, shined, ten
9. sick, wicks, track
10. longer, song, sing
11. girl, curls, card
12. hope, heep, keeper

1. cop, duck, hop
2. dip, hip, sheet
3. sit, say, pay
4. soap, rope, ring
5. peel, pal, feel
6. rut, rice, price
7. rub, cube, cup
8. set, cab, bet
9. cot, hot, hip
10. test, best, ball
11. toss, base, boss
12. zone, x-ray, cone

*****

1. known, growl, grown
2. bat, bad, mad
3. body, gums, toddy
4. school, spool, spade
5. till, tall, call
6. happy, harp, snap
7. news, views, noses
8. must, crust, lost
9. hills, hump, pumper
10. later, letter waiter
11. weeds, woods, goods
12. wash, squash, wish

I will say a word slowly and clearly. You are to repeat the word after me, saying it the very best that you can.

Ten Word Target Groups:

1.	weath er man	be gin ning	um brel la
2.	tel a phone	dis ap pear	reg u la tions
3.	Hal low een	di rec tion	car pen ter
4.	A mer i can	cus tom er	un for get able
5.	Sat ur day	ed u ca tion	am bu lance
6.	cal en dar	to geth er	fan a tic
7.	cu cum ber	ex ag ger ate	wig glers
8.	Sep tem ber	vol un teer	auto mo bile
9.	win dow sill	ex cit ed	break fas ted
10.	Christ mas tree	un com fort a ble	per ish a ble
	*****	*****	*****
1.	can dle stick	char ac ter	prob ab ly
2.	hol i day	par a graph	un en dur a ble
3.	gar bage man	in for ma tion	trans for ma tion
4.	tape re cor der	cof fee	con grat u la tion
5.	e quip ment	un i ver si ty	sen ti men tal
6.	Ger man y	re frig er a tor	dan ger ous ly
7.	cat a logue	dav en port	con sti tu tion al
8.	stom ach ache	De ca tur	con sta ble
9.	ma chin er y	Cal i for nia	con tem po rar y
10.	Thanks giv ing	un der stand a ble	flu o res cent

1. Stop, look and _isten before crossing the road. (listen)
2. Watch the boys and girls _ _ ip around the room (skip)
3. The old heating stove is very _ot. (hot)
4. The barber cut my _air. (hair)
5. Mother says, come to _inner. (dinner)
6. Did you _ _ eep well last night? (sleep)
7. Send Billy for a loaf of _ _ ead. (bread)
8. Our poodle dog _arks at strangers. (barks)
9. Did you _alk to the new boy in our class (talk)
10. Write a letter to your _ousin. (cousin)
11. Fold the _ _anket and put it away. (blanket)
12. Tell Jimmy it's time to come to _upper. (supper)
13. The _ _ane landed safely at the airport. (plane)
14. Our family went on a _ _ip to the mountains. (trip)
15. We _ought a dozen doughnuts to eat. (bought)
16. All _ainbows are very pretty. (rainbows)
17. It is fun to watch the _ittens play. (kittens)
18. We spent two dollars for a theater _icket. (ticket)
19. The girls team played _oft ball. (soft)
20. Come and p_ay with us on the swings. (play)
21. Did you _atch the ball? (catch)
22. Send the _etter to grandmother. (letter)
23. The river _ _idge is unsafe for cars. (bridge)
24. I want to catch up on my _ome _ork. (home work)
25. My pet is a _unny _abbit. (bunny rabbit)

PHONEME WORDS

The teacher will sound out the word phonetically. The children will say what the word is.

1. p - o - n - y
2. c - oo - k - ie
3. f - i - ng - er
4. k - i - ss - ed
5. wr - i - s - t
6. t - ur - t - le
7. g - ir - a - ffe
8. k - i - tt - en
9. s - u - mm - er
10. p - e - nn - y
11. n - i - ck - el
12. h - o - ck - ey
13. s - o - cc - er
14. m - o - v - ie
15. b - u - bb - le
16. t - ea - ch - er
17. b - o - d - y
18. g - o - l - d
19. p - ur - p - le
20. w - or - l - d
21. n - ee - d - le
22. c - o - l - d
23. h - a - pp - y
24. s - a - dd - le
25. l - a - d - y
26. t - ur - k - ey
27. f - a - s - t
28. d - a - n - ce
29. a - n - k - le
30. p - u - n - t
31. t - a - tt - oo
32. s - i - ng - er
33. c - a - m - p
34. gh - o - s - t
35. w - a - t - er
36. b - a - b - y
37. p - a - p - er
38. s - o - f - t
39. j - o - ck - ey
40. p - ai - n - t
41. k - i - tch - en
42. f - a - th - er
43. ch - i - l - d
44. p - i - ck - le
45. f - u - nn - y
46. t - u - mm - y
47. m - i - l - k
48. l - u - n - ch

COMPLETE THE WORD P I

I will read a word. This word will not be all there. You are to try and fill in the part of the word that is missing and say the word correctly.

NOTE: It may be adviseable to give only half of this lesson at one time.

1. po _ y (pony)
2. ba _ _ ery (battery
3. _ if _ een (fifteen)
4. ice _ ream (ice cream)
5. _ ablespoo _ (tablespoon)
6. o _ er coat _ (overcoat)
7. _ epper _ int (peppermint)
8. crocko _ ile (crocodile)
9. bracele _ (bracelet)
10. app _ _ tree (apple tree)

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COMPLETE THE WORD (continued) P I

11. beau _ _ ful (beautiful)
12. pea _ ut _ utter (peanutbutter)
13. _ encil (pencil)
14. roo _ ter (rooster)
15. gla _ _ es (glasses)
16. gar _ en (garden)
17. airpl _ _ e (airplane)
18. rein _ eer (reindeer)
19. ban _ aid (band-aid)
20. tur _ ey (turkey)
21. _ atterpi _ _ ar (caterpillar)
22. _ inger _ ail (fingernail)
23. _ appiness (happiness)
24. holi _ ay (holiday)
25. cafe _ eria (cafeteria)
26. row _ oat (rowboat)
27. horse _ _ oe (horseshoe)
28. Sa _ ur _ ay (Saturday)
29. cu _ um _ er (cucumber)
30. street _ ight (street light)
31. apar _ men _ (apartment)
32. can _ le _ _ ick (candlestick)
33. Cali _ orn _ a (California)
34. auto _ o _ ile (automobile)
35. electric _ ty (electricity)
36. van _ ty (vanity)
37. poli _ eman (policeman)
38. rail roa _ (rail road)
39. _ elly ro _ _ (jelly roll)
40. sunflow _ _ (sunflower)
41. bu _ _ er _ ilk (buttermilk)
42. floor _ amp (floor lamp)
43. gran _ mo _ _ er (grandmother)
44. ba _ ket ba _ _ (basketball)
45. san _ _ ich (sandwich)
46. carpen _ er (carpenter)
47. educa _ _ on (education)
48. refrig _ _ ator (refrigerator)

Listen to the two words that I read. Do they rhyme?

1. cat - - fat
2. ram - - sand
3. clip - - trip
4. led - - bread
5. met - - mat
6. seat - - treat
7. track - - trick
8. close - - hose
9. me - - see
10. you - - yo
11. my - - me
12. tray - - day

*****

1. sit - - fit
2. clap - - clip
3. child - - mild
4. stole - - role
5. time - - tame
6. said - - bed
7. try - - sly
8. fame - - came
9. fish - - wish
10. clay - - cloy
11. shut - - rut
12. teem - - hee

*****

1. do - - chew
2. say - - pay
3. sip - - sit
4. tap - - tat
5. gold - - cold
6. pond - - fond
7. cork - - court
8. kid - - hid
9. clip - - clop
10. kind - - find
11. swig - - fig
12. stole - - bowl

*****

1. lamb - - ram
2. trip - - trap
3. lung - - sung
4. joy - - by
5. trip - - rip
6. my - - cry
7. seem - - feel
8. stray - - stay
9. same - - tame
10. rod - - nod
11. tree - - tray
12. climb - - blind

*****

1. hair - - chair
2. dot - - spot
3. pet - - lap
4. sand - -land
5. night - - light
6. write - - ripe
7. plan - - clan
8. tape - - tail
9. cup - - cap
10. brace - - pace
11. lean - - learn
12. pipe - - pine

*****

1. tug - - plug
2. tumble - - trouble
3. lest - - let
4. link - - pink
5. boom - - bloom
6. loaf - - lope
7. gargle - - garden
8. zest - - nest
9. toast - - boast
10. hive - - thrive
11. parks - - ports
12. desk - - debts

*****

I will read two words together. You are to listen carefully and tell me whether or not they sound alike or rhyme. If they rhyme you answer YES, if not you say NO.

1.	come-some ____	1.	its-fits ____	1.	late-lake ____
2.	pan-ban ____	2.	did-hid ____	2.	hot-hop ____
3.	can-man ____	3.	rat-rag ____	3.	meet-sheet ____
4.	will-hilt ____	4.	van-man ____	4.	horse-horn ____
5.	sit-mit ____	5.	cat-flat ____	5.	cool-pool ____
6.	king-kind ____	6.	mug-bug ____	6.	jack-sack ____
7.	long-wrong ____	7.	wins-wits ____	7.	luck-truck ____
8.	time-dime ____	8.	let-whet ____	8.	wind-wing ____
9.	date-rate ____	9.	top-shop ____	9.	zoo-zoom ____
10.	sip-sit ____	10.	roll-mole ____	10.	heep-heed ____
11.	bag-wag ____	11.	duck-ducking ____	11.	old-rolled ____
12.	dad-lad ____	12.	cow-now ____	12.	ice-rice ____
13.	oat-owe ____	13.	mow-snow ____	13.	tape-tame ____
14.	feel-heel ____	14.	heed-beet ____	14.	drill-pill ____
15.	soap-soup ____	15.	chair-fair ____	15.	you-blue ____
16.	deep-deal ____	16.	nut-rut ____	16.	pup-cup ____
17.	lot-plot ____	17.	goat-note ____	17.	rut-cut ____
18.	dog-frog ____	18.	mud-mut ____	18.	coat-colt ____
19.	wink-went ____	19.	dock-sock ____	19.	pipe-pine ____
20.	able-table ____	20.	ill-ills ____	20.	hood-good ____
21.	code-cope ____	21.	kid-mid ____	21.	jail-sail ____
22.	dip-nip ____	22.	loop-hoop ____	22.	bean-lean ____
23.	link-pink ____	23.	needs-seas ____	23.	ark-park ____
24.	kite-kiss ____	24.	itch-witch ____	24.	door-more ____

I will read two words, then pause. You are to tell me if the two words rhyme or sound alike.

1. swing--sing
2. cub--cup
3. people--steeple
4. man--men
5. dollar-collar
6. tank--bank
7. vine--dine
8. dig--dip
9. monkey--donkey
10. tools--pools
11. trace--face
12. rake--rate
13. mop--shop
14. dish--wish
15. troop--droop
16. tear--fear
17. wood--wool
18. thump--stump
19. hide--ride
20. flow--blow
21. crutch--clutch
22. button--bottom
23. books--crooks
24. lunk--lung
25. level--bevel
26. loom--bloom
27. willow--pillow
28. pleasure--treasure
29. badge--baggage
30. oral--coral
31. rhyme--chime
32. name--game
33. shifty--nifty
34. cord--board
35. park--bark
36. given--giver
37. child--mild
38. where--wear
39. cubes--tubes
40. nest--best
41. linger--finger
42. grave--gravy
43. girl--curl
44. mink--rink
45. store--snore
46. zero--hero
47. ouch--pouch
48. shatter--shudder
49. weeder--feeder
50. shrug--shrub

WHICH WORD DOES NOT RHYME P I

I will read a list of 3, 4, or 5 words, then pause. You are to tell me the word in the group that does not rhyme.

1.	ham	him	lamb
2.	bell	ball	fall
3.	can	fan	camp
4.	rod	rid	nod
5.	fad	glad	fed
6.	tip	tame	lame
7.	rock	block	ball
8.	haw	sat	saw
9.	tea	me	trees
10.	cream	cry	fry

*****

1.	pat	past	mat	rat
2.	mark	more	door	store
3.	man	tan	tank	span
4.	sum	sun	spun	run
5.	quill	hilt	mill	bill
6.	sail	pail	salt	mail
7.	rid	hid	mid	bit
8.	smell	belt	well	sell
9.	read	fed	rest	said
10.	fizz	fit	whizz	Liz

*****

1.	zoo	flu	grew	agree	
2.	zip	slit	rip	ship	
3.	ache	jacks	tax	wax	
4.	kite	white	line	white	
5.	handle	candy	Sandy	Randy	
6.	loin	loon	coin	join	
7.	dose	nose	pose	hose	
8.	sum	bunk	bum	dumb	
9.	where	stair	here	there	
10.	when	skin	shin	think	

1.	top	stop	tot	crop	flop
2.	nail	while	tail	mail	jail
3.	hand	stand	land	sand	mans
4.	send	see	me	he	free
5.	doe	row	goat	foe	flow
6.	dome	comb	roam	come	foam
7.	heel	feel	wheel	steel	feet
8.	post	pole	roast	host	ghost
9.	mule	cool	cold	drool	stool
10.	spool	soup	droop	troop	scoup

ADDING RHYMING WORDS P I

You are to listen to a word that I say and give another word (or more) that rhymes with that word. If I said CALL you might say Ball or Fall, and etc.

1.	A word that rhymes with CAT	26.	A word that rhymes with THINK
2.	LOOK	27.	TRICK
3.	AWAY	28.	PART
4.	THREE	29.	LIVE
5.	CRAWL	30.	FLY
6.	SING	31.	TOUCH
7.	SELL	32.	SENSE
8.	MET	33.	GLAD
9.	WILL	34.	LEAD
10.	SHOW	35.	CHILD
11.	BED	36.	FIND
12.	HOW	37.	LIST
13.	GAME	38.	KEEP
14.	THAT	39.	LOT
15.	MASK	40.	MOOD
16.	LAP	41.	LONG
17.	PAIR	42.	SHOULD
18.	PEAR	43.	GOLD
19.	MEDDLE	44.	GAIN
20.	NOSE	45.	TENT
21.	SUNG	46.	TARP
22.	RUG	47.	CHURN
23.	DO	48.	TOMBS
24.	LAND	49.	TOOTH
25.	GUESS	50.	CHALK

I will read part of a sentence with the last word left off, you are to supply the name of a food that rhymes with the person's name who likes the food..

Level II

1. Mrs. Smutter likes bread and _____. (butter)
2. Mr. Sam likes bread and _____. (jam)
3. Mrs. Wavey likes bread and _____. (gravy)
4. Mr. Wilk likes bread and _____. (milk)
5. Miss Bunny likes bread and _____. (honey)
6. Mr. Loup likes bread and _____. (soup)
7. Mrs. Keys likes bread and _____. (cheese)
8. Mrs. Neat likes bread and _____. (meat)
9. Mr. Green Jeans likes bread and _____. (beans)
10. Miss Nelly likes bread and _____. (jelly)
11. Mr. Cotter likes bread and _____. (water)
12. Mrs. Lamb likes bread and hickory smoked _____. (ham)
13. Mr. Clue likes bread and beef _____. (stew)
14. Mrs. Dapples likes juicy red _____. (apples)
15. Mr. Bibs likes saurer kraut and spare _____. (ribs)
16. Mrs. Ghost likes hot tea and _____. (toast)
17. Mr. Law likes crackers and cold _____. (slaw)
18. Mrs. Means likes long green _____. (beans)
19. Mr. Magellon likes big red ripe _____. (watermelon)
20. Miss Bear likes to eat a juicy yellow _____. (pear)
21. Miss Horn likes buttered pop _____. (corn)
22. Master Team likes chocolate _____. (ice cream)
23. Mrs. Capes likes seedless table _____. (grapes)
24. Mr. Hop likes bubbly soda _____. (pop)
25. Mr. York likes navy beans and salt _____. (pork)

I

Take a word and use the letters of the word to build a sentence. Have the students combine the first letter of each word to spell a word.

Example:

1. Dad ate dumplings. (dad)
2. Frank always stands tall (fast)
3. Chris always learns Math. (calm)
4. Dan eats carrots and turkey under radishes. (Decatur)
5. Brad used soap yesterday. (busy)

BUZZ: LISTENING AND THINKING I

The class sits in a circle. One person is the starter. He says "one." The person on the right says "two." The next person says "three." When seven is reached, instead of saying "seven," that person says "Buzz." Continue numbering. Every person who has a number containing seven or divisible by seven, says "Buzz" instead of the number. If a student makes a mistake, he is out of the circle and game. The game continues until there is a winner.

I

Students are asked to help the teacher. They are to pretend they are writing the envelopes for business letters. Dictate the names and addresses. Pause while the students write them, using abbreviations.

1. Dr. Sam Brown
   16 Circle Dr.
2. Miss June Smith
   655 W. Center St.
3. Mr. John Hall
   53 Fence Ave.
4. Mrs. Jean Kelly
   4 Lake Shore Dr.

PLAY ALPHABET SUBJECTS I

The game is begun by a student saying a sentence with a compound subject in which each simple subject begins with A. (Such as: Avocadoes and apples are my favorite foods) The next student continues with another sentence beginning with the next letter, and so on.

As an extra, you can play "recall." Ask the children to recall and repeat anyone's sentence they can remember.

FOLLOW THROUGH P I

Play a listening game which asks that each child in turn repeat the words he has just heard and add one more word. The teacher gives the first work, such as "The," and calls on a pupil to add a word. He may say "The house..." the next child might say, "The house that ..." The, game continues until a participant fails to repeat the words correctly or to add a word that makes sense. Usually setting the limit to the amount of words in a sentence, a new sentence could be started.

This could be used as a contest between two sides.

GOSSIP P I

Whisper a short message to the first child in each row. Ask him to relay the material, in a whisper, to the child behind him. Continue this procedure until every one in the row has the message. Ask the last child to repeat aloud what he heard, and then compare it with the original paragraph whispered to the first child.

WORD RELATIONS P I

A student starts the game by selecting a word (any word). The person behind him thinks of another word that is suggested by the first word. Say the initial word was "road" the second person might say "concrete", but the second person says is one word "concrete." The third person might say "mixer" because "mixer" might remind him of concrete. After 8 words have been said, have the next person repeat in reverse order the list of words.

Variations: After it has gone around 6 or 7 times, the last person to name a word must remember the word said by the person in front of him.

Another variation: Instead of telling the students that a certain number of words will be said as described in the first paragraph, you may wish to choose only 5 words to be repeated backwards. Maybe you will wish it to go 10 words or so. If you do tell the students when you are going to ask them to repeat the list, then they will listen more closely.

PARTS OF SPEECH I

Tell students to listen carefully to the story you are going to read and be ready to tell all the different verbs that are used for the word <u>said</u>.

> We were going on a picnic. Mother <u>called</u> everyone together. Mary <u>cried</u> that she wanted to stay home. Johnny <u>yelled</u> at his brother to hurry up. Mike <u>screamed</u> that he was on his way. When everyone was in the car, father <u>asked</u> if the food was there. Mother <u>exclaimed</u> that she had forgotten the food. Johnny <u>mumbled</u> that he would get it.

I

Have each student number a sheet of paper from one to five. Tell the students to listen for nouns in the sentence you read to them. Ask them to write a number on their paper telling how many nouns there are in each sentence. (Answers are given.) Read these sentences alone.

1. A clown amuses students in school. (3)
2. The clown trips and falls. (1)
3. The animals in the zoo are fed meat. (3)
4. The cat jumps over the fence. (2)
5. The nurse at school puts a bandaid on the cut. (4)

Have students listen to the following phrases. Tell them I there is a common noun and a proper noun. Have them write the phrases and note the common and proper nouns.

1. The country of America
2. My friend Susan
3. The town of Mayberry
4. The day of Halloween
5. Her cat Mittens
6. The month of May

Tell students you will read them a story. Ask I them to listen for nine verbs that name what the puppy does. (Answers are underlined.)

Puppy Puppy

My puppy plays all day. She runs around the yard, jumps over bushes, chases cats and butterflies, and barks at the mail carrier. In the house she eats her food, climbs on my lap, chews shoes and socks, and cries when I go away! Is Puppy Puppy a good name for my puppy?

Have students listen as you read the sentences below. I Have them listen carefully for adjectives and repeat the adjectives after each sentence has been read. (Answers are underlined.)

1. Mark conducted the big band.
2. He waved a tiny baton.
3. Ten musicians played guitars.
4. They played sweet music.
5. It was a delightful concert.

Ask each student to make two cards - one with the word I adjective, one with the word noun. Read the following sentences to the students. Have the students show their adjective card if the word following the linking verb is an adjective and their noun card if the word is a noun. (Answers are given.)

1. The city is crowded. (Adj.)
2. Matt is an engineer. (N)
3. The women are reporters. (N)
4. The clowns are sad. (Adj.)
5. The sky is cloudy. (Adj.)
6. I am thirsty. (Adj.)
7. The bottle is empty. (Adj.)
8. The rooms are tidy. (Adj.)

Play an alphabetical-plural-spelling game. Have I the first student say and spell a singular noun beginning with "a". Have the next student listen to the noun and then say and spell the plural of that noun. Continue through the alphabet in this way, student by student.

The teacher sings describing a child. The other children join in on the humming:

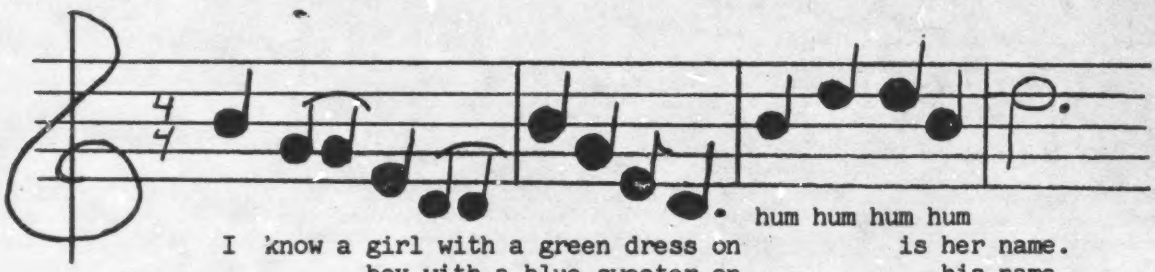
"I know a girl with a green dress on

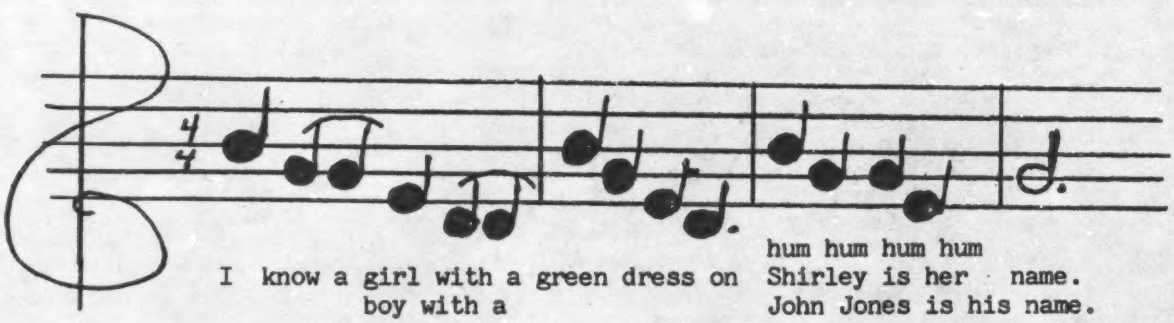
_____ is her name!

I know a girl with a green dress on

Jane Smith is her name!"

(either all join in or have children raise their hand and one answers) This is very effective when the children are restless and the teacher wants quiet.



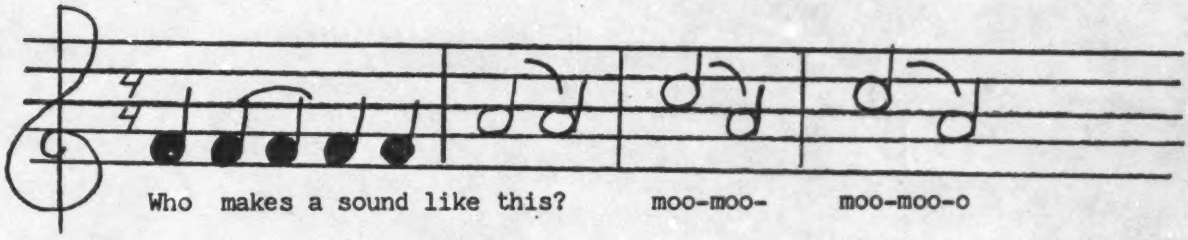


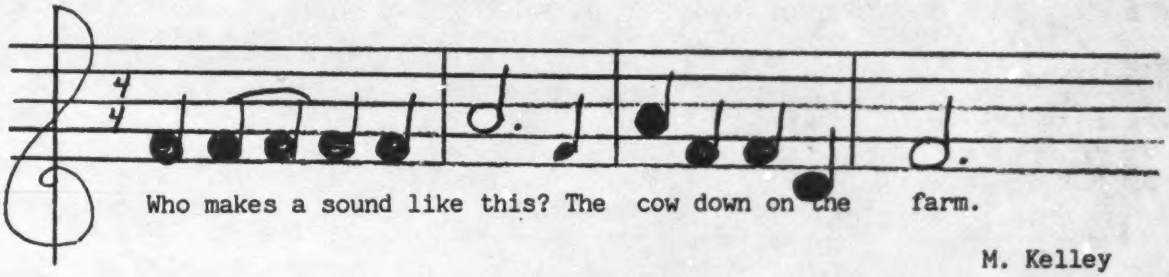
M. Kelley

Describe socks, clothes, shoes, a child wearing something unusual.

WHO MAKES A SOUND LIKE THIS P

This listening game is very good when teaching the farm unit. The teacher sings the song and gives the animal sound. The children join in. The children may take turns.





M. Kelley

duck - quack-quack

dog - bow-wow

cat - meow-meow

horse - neigh-neigh

turkey - gobble-gobble

hen - cluck-cluck

babychick - peep-peep

lamp - baa-baa

RIDDLES P I

I am huge

I have a harp and a golden hen giant

I live with a housekeeper

I am in tall buildings

I go up and down — elevator

You ring a bell to call me

I hang down on a building

I am very cold — icicles

I am long and pointed

I go very fast — motorcycle

I have two wheels and a motor

I have eight legs

I spin my own house — spider

Boys and girls catch me

I am a helper

I come to your house two times a week — garbage truck

I carry away what you do not want

I am painted at the end

I am a circle at the top — ice cream cone

I hold something very cold

I am rectangular and soft — Kleenex

My box is in your locker

I am made of cloth

I am the shape of a triangle — tent

People sleep in me

P I

I am the leader of the United States
People vote for me every four years — president
I work in the oval room

Boys and girls pretend they are me
I wear white on Halloween night — ghost
I say "Boo"

I have three circles
Red means stop — traffic light
Green means go

People like to go
They come to me to fill up — gas station
I have lots of pumps

I had mean stepsisters
I lost a shoe — Cinderella
The prince found me

GUESS WHO — I

Purpose: To give practice in drawing a conclusion from what is heard

Players: Class

Directions: The teacher may say, for example, "As I came to school, I saw a member of our class use the sidewalk at a corner, while two others cut across the corner of a yard. This is someone who has blue eyes and a friendly smile. Guess who."

Variations: The game could identify a famous person, such as a famous American.

A description of three class members could be adequate. If time, you may want to let someone in the room describe fellow class members.

Caution: This game should be used with a discretion, emphasizing good qualities.

Washington: Had wooden teeth
Served in the Continental Army
His home was at Mt. Vernon

Little Red Riding Hood: Loved to visit Grandmother
Mother made her a new cape
Red was her favorite color

Cinderella: Scrubbed floors and washed clothes
Lost a shoe once
Had a fairy godmother

Miss Piggy: A famous movie star
Co-stars with a frog
Loves Hollywood

President Reagan: Likes to ride horseback
Savors "jelly bellies"
Has double initials

Spider Man: Wears a red and blue suit
Likes to climb
Spins a web

Brooke Shields: Likes to swim
Advertises jeans
Name is similar to a stream

Martin Luther King: Lives in the South

Did not ride buses

"I have a dream" (slogan)

Helen Keller: Lives in the dark

Learned to spell water

Overcame multiple handicaps

Charles Lindberg: Likes to fly

First to cross the water

"Spirit of St. Louis"

Bob Hope: Performs for the troups

"On the Road" movies

"Funniest man in the world" (opinion)

PUZZLES

Read these thoughts to the class and see if they can infer an answer.

1. If a two-wheeled conveyance is a bicycle and a three-wheeled one is a tricycle, what would you call a five wheeled conveyance?

2. Mr. Varco said to Mr. Sands, "I have in my hand two coins which total 55¢. One is not a nickel. What are the coins?

3. A bus driver going down a street passed through two stop lights, passed another man on the wrong side, and stopped for five minutes by a fire plug. How many times did he violate traffic laws?

4. A little wooden girl sits on top of a clock. Every time she hears the clock strike, she jumps. How many times does she jump in 24 hours?

Answers: 1) A V-hicle, to be sure. 2) The coin that was not a nickel was a 50 cent piece. 3) None, he was walking. 4) None, she can't hear.

Have the students number a paper from one to ten. Say a word and ask the students to write a synonym for that word. I

1. giggle
2. slam
3. massive
4. inexpensive
5. bravery
6. bashful
7. infant
8. vehicle
9. hurt
10. ancient
11. pupil
12. right
13. chuckle
14. amusing
15. purchase
16. empty
17. moist
18. game
19. cheap
20. gift
21. petite
22. mammoth
23. abundant
24. empty
25. adorable

Listen to the following sentences. I'll call on someone to infer the meaning of the sentence.. I

1. Mr. Smith picked up the wallaby and stroked its warm fur.
   a. a wallaby must not weight so much that a woman can't pick it up
   b. it must be smaller than a cow

2. Jack leaves his car at home and always walks to work.
   a. he must like to walk
   b. he likes to save money
   c. his doctor said he needs to exercise

3. Susan went in the closet to put on her fur coat.

   a. it is snowing outside

   b. Susan plans on going outside

4. Sam made a hole in one at golf on Sunday.

   a. Sam must have been golfing before

   b. Sam must have been on the golf course Sunday

5. I saw lots of flags flying downtown.

   a. the downtown area must be a town

   b. there must be a holiday or special event

6. I saw the police car turn on the flashing red lights just after the yellow corvette went through the stoplight.

   a. the policeman was in a hurry for dinner

   b. the yellow corvette is going to a fire

   c. the policeman intends to stop the driver of the corvette

7. The man in the pool was waving his arms and yelling "Help"!

   a. the man can't swim

   b. he wants someone to help

   c. there must have been some kind of accident

Teacher: Boys and girls, I'm going to give you some statements. I After each statement I'm going to make an inference. You tell me whether the inference is a good one or a bad one. After I make each statement, you close your eyes and put your thumbs up if you think the inference is a proper one, and thumbs

down if you think it is an improper one. Ok, here we go!

Janet avoids being out in the summer sun too long.

Inference: She must sunburn easily. (Good)

Virginia said that Mr. Miller bought a dictionary at the bookstore and had it gift wrapped.

Inference: He must be going to give the book to someone as a present. (Good)

Nancy said she saw the moon and stars last night.

Inference: Nancy must have been outside last night. (Bad)

The man going down the street has a white cane.

Inference: He must be blind. (Good)

Johnny sat in a chair all through the lesson and didn't say anything to anyone.

Inference: He must be mad at someone. (Bad)

The man who ran through the red light was from Mexico.

Inference: People in Mexico must not be able to tell red from green. (Bad)

Judy telephoned Jean without looking up the number in the telephone directory.

Inference: Judy must dial Jean's number rather often. (Good)

Mike was in the line in front of the theater .

Inference: Mike wanted to see the movie that was showing. (Good)

Mr. Smith always listens to the radio news at 5 o'clock.

Inference: Since it is 5 o'clock, he is probably turning on the radio. (Good)

I saw our new neighbor riding a bicycle to work this morning.

Inference: Our new neighbor must not be able to drive a car. (Bad)

Jerry had a birthday last week, and I see that he has a new bicycle.

Inference: Jerry must have gotten a new bicycle for his birthday. (Good)

The teacher will read the paragraph below to the students. I After the paragraph has been read, ask the students to make judgements as to what they will take on the picnic.

> Pretend you are packing a picnic lunch for yourself and two friends. One friend has an allergy to fresh fruit. The other friend is allergic to eggs. What will you pack in your picnic basket?

The students shall write their answers on paper. Call on them to read their lists. Write their responses on the board.

Read the paragraph. Ask the students to recall three unusual things the person in the paragraph could do. I

> He was an amazing person. When tied up, hand and foot, he could free himself. When placed in a box and the lid was nailed shut, he could escape. When he was handcuffed and given no key, he could get out of them.
>
> He joined the circus when he was a boy. His name was Ehrick Weiss, but Harry Houdini was the name the world knew him by. He was one of the greatest magicians that ever lived.

Each child should have three cards. One of the cards should have a period, another a question mark, and the third should have an exclamation mark on it. As the sentences are read, the teacher pauses and waits for the student to hold up the correct card. I

1. Scott is a good basket ball player.
2. Do you think our team will win?
3. It is the day of the game.
4. Our team won the game!
5. What day is Thanksgiving?
6. June is the month after May.
7. Who is your teacher?
8. I saw the President on T.V.
9. Ouch! The water is hot!
10. Don't burn your hand!
11. I like to walk barefoot.
12. Did the grass tickle your toes?
13. I'd like to go to the movie.
14. Will your mother let you go with me?
15. I lost my money!

The children are asked to figure out the English name from the information they hear. Tell them that a scientist named Lenoeus made up a system of naming animals so that scientists that spoke different languages could still understand what animal they were talking about. The name of the animal is "felis domesticus." I

"A 'felis domesticus' has four paws and a long tail. A 'felis domesticus' likes to be patted but may hiss and scratch if you pet too hard."

Felis Domesticus = cat

Children need a paper and pencil; number down from 1 through 6. I They are to listen to each set of words. Ask the children to write down the pair of words in each set that are antonyms (opposites). Pause between each set to give the children time to write.

1. starts saves finishes
2. raises lowers breaks
3. forgets closes remembers
4. sings yells whispers
5. stands looks sits
6. hears dislikes enjoys

PROVERBS I

Read these proverbs to the pupils and have them write their own interpretation of them:

1. He laughs best that laughs last.
2. Great haste makes great waste.
3. It is no use to cry over spilt milk.
4. Let sleeping dogs lie.
5. Look before you leap.
6. Like father, like son.
7. A stitch in time saves nine.
8. A bird in the hand is worth two in the bush.
9. You can kill two birds with one stone.
10. Don't stir up a hornet's nest.
11. She eats like a bird.
12. The early bird catches the worm.
13. Birds of a feather flock together.

14. He's a chip off the old block.

15. Don't cry over spilt milk.

16. It never rains but it pours.

17. Don't count your chickens until they've hatched.

18. The proof of the pudding is in the eating.

19. While the cat's away, the mice will play.

20. You can't teach an old dogs new tricks.

21. All work and no play makes Jack a dull boy.

22. Let sleeping dogs lie.

25. Leave no stone unturned.

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MATERIALS FOR LISTENING SKILLS

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four groups of selections

4 cassette (audio) tapes, approximately 33 cards for each tape, 3 or 4 booklets (lessons, stories, progress checks for each group).

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Each taped lesson teaches specific words and language skills, presents a story using the words, and tests both word understanding and listening comprehension.

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Determiners of quantity, degree, sequence, frequency (many, few; always, never; before)

Polar meanings (cub and colt are specific animal young)

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Multiple meanings (light, heavy; light, dark)

Affixes--changes in meaning (rough, roughest; fill, refill)

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Same as Listening language lab, 1A

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Same as Listening language lab, 2A

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